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## ABSTRACT

This paper examines the programmatic, organizational, and administrative changes in West Virginia's 55 school districts resulting from legislatively mandated reductions in personnel between school years 1987-88 and 1993-94. Research involved analyzing enrollment, personnel, and district deficit data; surveying superintendents and directors of Regional Education Service Agencies; interviewing state program administrators; and comparing information from school years 1987-88 and 1993-94. The study found that: (1) school districts failed to reduce staff at the same rate as required by the school aid formula, resulting in deficits, particularly in rural school districts; (2) the net enrollment cap on professional educators in the school aid formula was detrimental to the required minimum of 50 professional instructional personnel per 1,000 students in adjusted enrollment; (3) other sections of WV Code influencing the number of personnel that must be employed were in direct conflict with the school aid formula; (4) the work load was being redistributed to remaining personnel, but districts were not deciding which activities were to be eliminated; (5) the average number of students per school, 341, was higher in school year 1993-94 than it was in 1987-88, but still lower than the number of students per facility recommended by the School Building Authority; (6) there were fewer district level and school level administrators; (7) facility maintenance was suffering due to the large reduction of maintenance personnel; (8) the emphasis in school year 1993-94 on the basics (reading, mathematics, science, language arts, and social studies) was greater than in 1987-88; (9) reductions were made in the number of teachers and course offerings, however, there were few changes in extracurricular offerings; and (10) the number of junior high schools and elementary schools decreased, while the number of middle schools increased by 50 percent. Contains 55 references, 38 data tables and figures, and survey questionnaires. (LP)

EDUCATION REFORM: HOW HAS DOWNSIZING  
AFFECTED THE WEST VIRGINIA SCHOOL SYSTEMS?

DISSERTATION

Submitted to the College  
of Human Resources and Education  
of  
West Virginia University  
In Partial Fulfillment of the Requirements for  
The Degree of Doctor of Education  
by  
Carolyn R. Arrington, M.A.  
Morgantown  
West Virginia  
1994

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Wayne and Kim Arrington certainly provided encouragement with every "atta Mom," "Go, Mom!" and "I love you, Mom." Thanks kids and thank you Wayne!

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## Chapter 1

### INTRODUCTION

As a part of the reform movement in 1988, the West Virginia Legislature enacted legislation that resulted in a reduction of personnel in the state's 55 school districts. Senate Bill 14 initiated West Virginia's first reduction of the number of school employees in the basic foundation formula. The West Virginia Code, hereafter referred to as WV Code, Chapter 18, Article 9A, had been written in 1971 to permit districts to increase, within certain restrictions, the number of professional educators and service personnel they employed with funds from the basic foundation formula, hereafter referred to as school aid formula. The number of additional professional educators and service personnel a school district could employ was controlled in part by the adjusted enrollment of the district. Adjusted enrollment in the 1970's was the combination of the number of full-time students (net enrollment) plus the number of special education students given extra weighting. With the introduction of adjusted



enrollment into the school aid formula, districts were encouraged to provide programs in special education that resulted in the employment of additional staff.

Before 1988 the WV Code was written to reduce the number of staff funded by the school aid formula if adjusted enrollment decreased. Net enrollment steadily decreased from 1973 to the present. However, the decrease in net enrollment was of little significance since adjusted enrollment, implemented in 1971, increased each year until 1987. The WV Code change in 1988 established maximum caps on the number of personnel who could be employed through the school aid formula based on net enrollment. The net enrollment limitations governing the school aid formula required the employment of fewer educators each year until fiscal year 1996.

In addition to the net enrollment caps, the legislation enacted in 1990 also implemented new adjusted enrollment caps governing the number of professional educators who could be employed within the formula. The continued decrease in adjusted and net



enrollments required a decrease in the number of personnel supported by the school aid formula. However, the 1988 and 1990 caps resulted in an even more rapid decrease in the number of staff employed.

During the 1988 and 1990 legislative sessions, two conflicting philosophies were advocated by legislators and educators. On the one hand, certain legislators believed school districts were not operating efficiently, given the decrease in student enrollment. School districts were perceived to have too much money, too many administrators and too many staff members.

Meckley (1991) writes:

The legislature, firmly convinced that the state's schools are over staffed, has changed the formula to provide state reimbursement for fewer school employees, an action that has forced county districts to lay off large numbers of employees with lesser seniority. . . . Changes in state school aid have been aimed particularly toward reducing administrative staffs, primarily in central

offices. Many legislators share the opinion of vocal constituents who maintain central office administrators are overpaid and under worked. (p. 4)

On the other hand, educators believed the state aid formula provided inadequate staff and funds in most school districts, particularly rural districts and districts without excess levies. Educators declared that the schools could not efficiently function to provide necessary programs if administrators and other staff positions were eliminated. Educators were concerned that reductions enacted within the school aid formula would require districts to pay for the lost positions from local excess levy funds if the school district wanted to maintain the programs for which these personnel were responsible. School districts without a local excess levy were concerned regarding which programs would be eliminated and the impact on educational opportunities available for students.

The West Virginia Legislature responded by enacting Senate Bill 14 that purposely decreased staff

through 1995 above and beyond any decreases that would ordinarily be realized through decreased student enrollment. In 1990, the Legislature enacted further restrictions that caused an immediate reduction of administrative staff.

Senator Sondra Lucht, Chair of the West Virginia Senate Education Committee said in personal communications (June, 1994) that the 1986 and 1987 Legislatures were confronted with a budget crisis. There were severe shortages in revenue. The Legislature had to cut \$30,000,000 out of the budget and do as little harm as possible. Legislators realized that education consumed the largest portion of the state's budget. The Legislature made a deliberate decision many years previously to cause more revenue to go into the school aid formula. However, the changes placed in the formula in the early 1970's to use an adjusted enrollment based on extra weighting of special education students continued to accelerate the need for additional funds for the formula. Funds required for the school aid formula outgrew limitations of the state

budget. Therefore, the Legislature revamped the staffing ratio to cause the school districts increasing in net enrollment to have more money and those losing net enrollment to have less money. The staffing ratio used previously could not be supported by research. It appeared unreasonable and inefficient to legislators to have increasing numbers of school personnel and dollars serving fewer and fewer students. The school districts had other needs for buildings and up-to-date technology. The dollars saved from downsizing the number of personnel in the districts stayed in education, but were redirected to different priorities. The remaining teachers and service personnel needed salary increases. West Virginian's needed to become technology literate. Many school buildings needed to be repaired or replaced. Education received more financial assistance, only in different ways meeting different priorities. The number of people employed and the number of students receiving special education were driving the system and this could not go on for

another ten years. There are still some changes that need to be made according to Senator Lucht.

The researcher has been employed by the West Virginia Department of Education for the past 23 years. Since 1989, the researcher has served as a consultant and legislative liaison on legislation concerning the school aid formula, school funding and the relationship of both to the number of personnel allowed in the school aid formula.

#### Statement of the Problem

The West Virginia Legislature mandated the reduction of staff funded by the school aid formula beyond the reduction that would ordinarily occur as a result of a decrease in the adjusted enrollment. The reduction of staff was important to legislators if they were to provide future salary increases for school personnel. Many educators felt the downsizing was too drastic and detrimental to the school districts. No empirical evidence existed regarding the impact this legislated downsizing had on the state's school systems. The purpose of this study was to describe the

programmatic, organizational and administrative changes in the 55 school districts in West Virginia relating to legislatively mandated staff downsizing between 1987 and 1993.

#### Justification of the Study

Article XII, section one of the Constitution for the State of West Virginia required the legislature to provide for a thorough and efficient system of free schools. As a result of the constitutional mandate, the West Virginia Legislature enacted many bills that regulated the size of the school district. WV Code dictated the number of professional instructional personnel, principals, attendance directors, counselors, school nurses, class size and size of the central office staff. WV Code also mandated the number of personnel permitted within the school aid formula. School administrators, education associations, service personnel, classroom teachers and legislators disagree on what was needed to operate a "thorough and efficient" school system.

Answers to questions regarding the impact of downsizing on school districts are needed to provide empirical evidence for guiding the reform of the state's school system through legislative mandates.

#### Research Questions

Specific questions addressed by this study included:

1. To what extent was the work load redistributed to remaining staff members?
2. To what extent were the number and configuration of schools affected?
3. To what extent were staffing patterns and assignments changed?
4. To what extent did downsizing affect academic and extra curricular programs?

#### Limitations

1. The study used data available from the State Department of Education with accuracy and completeness subject to error as submitted by each school district.
2. The West Virginia Legislature initiated an



early retirement program for employees of state government and the state's school districts. A large number of employees from the districts and West Virginia Department of Education left the education system in 1989. The early retirement program limited the number of people that could be interviewed concerning the impact of downsizing.

3. The impact of legislated downsizing on pupil learning was not considered in this study.

4. The turnover of county superintendents since 1988 may have influenced the superintendents' responses to the survey even though the information to complete the survey was available in each district.

5. The study used surveys and interviews that limited the results to the perceptions of those responding.

6. The results of the study can be generalized only to West Virginia.



### Definition of Terms

1. ADJUSTED ENROLLMENT: "Adjusted enrollment means the net enrollment plus twice the number of pupils enrolled for special education including exceptional gifted, plus the number of pupils in grades nine through twelve enrolled for honors and advanced placement programs . . ." (WVC 18-9A-2).
2. ADMINISTRATION: For this study, administration shall be synonymous with professional non instructional personnel and shall mean all professional educators who are not professional instructional personnel.
3. AFFECTED: For this study, affected shall mean produced a response, have an impact on, influenced and/or changed (Merriam Webster's Collegiate Dictionary, Tenth Edition).
4. CENTRAL OFFICE STAFF: For this study, central office staff shall mean superintendent; deputy, associate and assistant superintendent; administrative assistant; director/coordinator of instruction; curriculum specialist;

director/coordinator of supportive services;  
physician, psychologist, attendance  
director/officer; dental hygienist; social worker;  
physical therapist and occupational therapist.

5. CONSOLIDATION: For this study, consolidation shall mean merging the students of one or more schools into one facility.

6. DOWNSIZING: For this study, downsizing shall mean the decrease in the number of persons employed by a school district.

7. EXCESS LEVY: For this study, excess levy shall mean additional property taxes imposed upon the citizens by a majority vote of the citizens for use by the county boards of education for the operation of schools. This definition shall not include a "Bond Levy" generally used for construction.

8. NET ENROLLMENT: "Net enrollment means the number of pupils enrolled in special education programs, kindergarten programs and grades one to twelve, inclusive of the public schools of the

county [district]. . . . [and] adults enrolled in regular secondary vocational programs . . . :

Provided, That net enrollment shall include no more than one thousand such adults counted on the basis of full-time equivalency . . . "(WVC 18-9A-2).

9. MAINTENANCE: For this study, maintenance means supervisor of maintenance; cabinet maker; carpenter; crew leader; electrician; electronic technician; foremen; general maintenance; glazier; handyman; HVAC mechanic; mason; custodian; watchman; welder; sanitation plant operator; groundsman; painter; plumber and roofing/sheet metal mechanic (WVC 18A-4-8).

10. ORGANIZATIONAL STRUCTURE: For this study, organizational structure shall refer to the school districts and the individual schools including the lines of authority and communication between the them.

11. PAY GRADE H: Pay Grade H means all service personnel paid at the Pay Grade H

level--director/coordinator of services;  
programmer; maintenance supervisor and  
transportation supervisor (WVC 18A-4-8).

12. PERSONNEL: For this study, personnel shall mean those persons employed on a full-time equivalency by a school district.

13. PRINCIPAL: For this study, principal includes principal and assistant principal and means administrators at the school level (WVC 18A-1-1).

14. PROFESSIONAL EDUCATOR: "Professional educator shall be synonymous with and shall have the same meaning as teacher in section one, article one, chapter eighteen of this code" (WVC 18-9A-2).

15. PROFESSIONAL INSTRUCTIONAL PERSONNEL:  
"Professional instructional personnel means a professional educator whose regular duty is as that of a classroom teacher, librarian, counselor, attendance director, school psychologist or school nurse with a bachelors degree who is licensed by the West Virginia board of examiners for registered professional nurses" (WVC 18-9A-2).

16. PROFESSIONAL NON INSTRUCTIONAL PERSONNEL: For this study, professional non instructional personnel shall mean all professional educators that are not included in the definition of professional instructional personnel (WVC 18-9A-2).

17. PROGRAM: For this study, program shall mean any educational offering or service provided by school districts, such as food services, transportation, curriculum supervision, academic areas and so forth.

18. SCHOOL AID FORMULA: For this study, school aid formula shall mean the formula used by the West Virginia Legislature to determine the funds that will be available for school districts to use in the operation of schools WVC 18-9A).

19. SCHOOL DISTRICTS: For this study, school districts shall be synonymous with county boards of education.

20. SERVICE PERSONNEL: "Service personnel shall mean all personnel as provided for in section

eight, article four, chapter eighteen-a of this code" (WVC 18-9A-2). (See appendix A-11 for list of positions qualifying as service personnel.)

21. STUDENT SUPPORT: For this study, student support shall mean counselor; librarian; remedial specialist and nurse.

21. SUPERINTENDENT: "Superintendent shall mean the county [district] superintendent of schools" (WVC 18-1-1).

23. TEACHER: For this study, teacher shall mean K-12 classroom teacher including head, vocational and special education teachers; homebound teachers and vocational post secondary, adult and community education teachers.

#### Chapter Summary

The West Virginia Legislature enacted legislation in 1988, 1989 and 1990 reducing the number of personnel funded by the school aid formula. Even though the school aid formula was required to reduce personnel as adjusted enrollment decreased, for financial reasons the 1988, 1989 and 1990 Legislatures believed the state

could not afford to wait for adjusted enrollment to decrease. Net enrollment had been declining from the early 1970's while the number of personnel increased because adjusted enrollment increased. The purpose of the study is to describe the changes in the 55 school districts in West Virginia related to the mandated reductions in the number of personnel employed through the funds supporting the school aid formula.

In Chapter 2, the researcher reviews relevant literature used to guide the study. The literature reveals that other states have not reduced statewide the number of personnel beyond the reduction resulting from a declining enrollment. Therefore, the literature reviewed in Chapter 2 pertains to reductions in personnel related to a declining enrollment.

Chapters 3, 4 and 5 deal with the study and its results. The research methods used in collecting the information needed to study downsizing in West Virginia are discussed in Chapter 3. The data are presented in Chapter 4 and the conclusions reached by the researcher as a result of analyzing the data are discussed in



detail in Chapter 5. Tables of district-by-district data included in Appendix A are arranged in categories of enrollment, Tables A-1 and A-2; schools, Table A-3; total employees, Tables A-4 and A-5; professional educators, Tables A-6 through A-8; service personnel, Tables A-9 through A-11; professional instructional and professional non instructional personnel, Tables A-12 through A-14; personnel by groupings, Tables A-16 through A-21; and districts in deficit, Table A-22.

## Chapter 2

### REVIEW OF LITERATURE

This chapter does not include an exhaustive summary of the literature on "change," "downsizing" or "descriptive research." The literature review includes, but is not limited to the results of an Educational Resources Information Center (ERIC) search of writings concerning change, downsizing in the public schools and descriptive research.

#### Change

Change or educational reform did not begin in 1983 with *A Nation at Risk* (1983). Fullan (1991) describes change as "common fare for school people" (p. 4) composed of "four phases in this evolution of the study and practice of planned educational change" as (1) 1960's - "adoption," (2) 1970-77 - "implementation failure," (3) 1978-82 - "implementation success," and (4) 1983-90 - "intensification vs. restructuring" (p. 5). It is interesting to note that Fullan identifies the era just before the publication of *A Nation at Risk* as one of "implementation success" when *A Nation at*

Risk (1983) declares the state of education in America to be at an all time low (p. 5).

Many researchers (Fullan, 1991; Levin, 1976; Pellegrin, 1965; Carlson, 1965; and Waterman, Jr., 1990) agree that change is brought about by three broad pressures: (1) natural disasters, (2) external forces and/or (3) internal contradictions or forces. "The trouble is, change ignores conventional bureaucratic lines. The real action in organizations occurs outside the proper channels" (Waterman, Jr., p. 5). True change, i.e. "any practice new to the person attempting to cope with an educational problem" (Waterman, Jr., p. 5) or "paradigm shift" (Barker, 1992, p. 30) causes uncertainty, confusion, loss, anxiety, and struggle (Fullan, 1991; Waterman, Jr. 1990; Gallaher, Jr., 1965) with the people involved in the change. Three types of strategies for changing have been identified that should help alleviate confusion, anxiety and confusion.

Bennis, Benne and Chin (1969) identifies the three types of strategies as (1) empirical-rational, (2) normative-reeducative and (3) power coercive. In the

authors' work, The Planning of Change, they describe the three strategies as:

1. empirical-rational, where men are rational and will follow their rational self interest when they know what it is;
2. normative-reeducative, where assumptions are made that man is rational, intelligent and committed to the norms of the socioculture and change will occur only when normative orientations change; and
3. power coercive, where man complies to the plans, directions, and leadership of a greater influence or power (pp. 33-54).

Power coercive strategies appear to be the strategies of choice of the West Virginia Legislature to cause downsizing in the state's public school system (Meckley, 1991,). "Power is an ingredient of all human action . . . men of knowledge are legitimate users of power and the desirable flow of influence or power is from men who know to men who don't know through process

of education and dissemination of valid information"

(Bennis, Benne and Chin, 1969, p. 52).

Hagans, Crohn, Walkush and Nelson of the Northwest Regional Educational Laboratory (1992) incorporate Joel Barker's (1992) definition of paradigms in the political arena by describing an example of a political paradigm: "Rooted in the concept of the state as the constitutionally responsible entity for education, this perspective sees change as driven by state policies, rules, and resources" (p.9). The standards of this political paradigm resemble power coercive strategies used for downsizing in West Virginia:

1. A concern for systemwide change related to critical societal needs
2. An emphasis on coordinated policies so that all local system units (districts) get the same message(s) about the focus of change
3. A unifying state-level vision and state-level goals, expressed in state-level actions (such as state-level curriculum

frameworks, textbook adoptions, and assessments)

4. A restructured governance system, in which:

a. The state focuses on developing consensus about learning goals, crafting policies that consistently reinforce the goals, and providing support to schools in reaching the goals

b. Schools develop specific curricula, programs, and pedagogies designed to achieve the goals, while meeting the local conditions and needs of their students. (Hagans, Crohn, Walkush and Nelson, 1992, p. 9)

Miles (1965) advises that "any particular planned change effort is deeply conditioned by the state of the system in which it takes place" (p. 11). He further advocates that planned change must aim at improving the health of the organization, that is, "the school system's ability not only to function effectively, but to develop and grow into a more full-functioning

system" (p.12). The state of health of an organization can predict the probable success of any change effort. Miles lists the characteristics of a healthy organization as (1) three task-centered dimensions - goal focus, communication adequacy and optimal power equalization; (2) three internal states of the system dimensions - resource utilization, cohesiveness and morale; and (3) four growth and changefulness dimensions - innovativeness, autonomy, adaptation and problem-solving adequacy (pp. 18-21). Schools are just beginning to be accepted as organizations by school personnel and others.

Miles says that "educational systems have special properties which condition the propositions of organization theory in reasonably predictable ways" (p. 22). The properties that distinguish educational systems as unique are (1) goal ambiguity and/or procedural rigidity; (2) input variability from the environment in relation to children and personnel; (3) role performance invisibility of the teacher in a self contained classroom; (4) low interdependence of the



performance of each teacher; (5) vulnerability of the system to control, criticism, and a wide variety of legitimate demands; (6) lay-professional control problems through a district's board of education; and (7) low technological investment per worker or students in the school (pp. 23-26).

Miles (1965) and Bennis (1969) both discuss team training, survey feedback, role workshop, target setting and supporting activities, organizational diagnosis and problem solving, and organizational experiment as interventions that can be used to make the educational organization healthy (Miles, 1965, pp. 27-30).

Change activities are also seen as ways to make an organization healthy. The organization does not have to wait to become healthy to work on planned change. However, if an organization wants to work on its health, Miles proposes six approaches: (1) self study, (2) relational emphasis seeing that no one is isolated, (3) increased data flow, (4) norms as a change target, (5) temporary system approach where new norms can

develop given the suspension of the usual pressures, and (6) expert facilitation (pp. 27-32).

Cook (1990) discusses the urgency of change in America and its impact on public education. "The first change is the unprecedented upheaval in the demographics of this country" (p. 13). Three changing demographic factors - "aging of the population, diversification of the family unity, and transition from a nation with minorities to a nation of minorities" (pp. 13-23) have a great impact on the public education system in America.

The second great change driving strategic planning is the "transition in the economic base of the United States, if not the world" (p. 23). The eras of transition range from the agrarian age for the first 25,000 years to the industrial age, 1860-1950, to the government industrialization age, 1929-1970's, and finally to the information age, 1950's-1990's (pp. 23-42).

The third great change is "the dramatic transformation in individual human values, especially

those mainstream values that have emerged since the mid-1980's" (p. 42). The values are directly tied to the eras of transitions: agrarian values, industrial values, values of the age of information and the new age values that have become known within the last five years. Cook believes it is the beginning of a new economic age as well, called the age of biogenetics (pp. 45-54).

Carlson (1965), Gallaher (1965), Huberman (1983), and Rogers (1965) discuss the distinct roles of the advocator and the innovator of change. Rogers (1965) categorizes innovators "as the first 2.5 percent of an audience to adopt a new idea" (p. 56). He further describes an innovator as a venturesome individual willing to take risks.

Gallaher (1965) says that "an essential element in the innovative process is dissatisfaction" (p. 49). He further defines innovator as "individual or agency responsible for the conception" (p. 41) and defines the advocate as an "individual or agency who sponsors an

innovation for the express purpose of gaining its acceptance by others" (p. 41).

All four authors, Carlson, Gallaher, Huberman and Rogers, agree that the school administrator must be the advocate for innovation. Carlson says, "The school administrator is something other than a victim of his local budget" (p. 8). He further explains that the superintendent plays an important role "in the process of adopting educational innovations and in the human rather than the monetary aspects in the adoption process" (p. 8).

Huberman (1983) suggests that both central office and building level administrators have to move to center stage and remain if school improvement efforts are to be successful (p. 27). Rogers (1965) and Gallaher (1965) urge the school administrator to become the advocator for school improvement. "The absence of agents that promote change may be a factor in the relative slowness with which schools adopt innovations" (Rogers, 1965, p. 60). Gallaher says directed change

depends upon authority and expectation of change (pp. 42, 43).

#### Downsizing

Recent change in West Virginia's school districts has been driven by mandated downsizing. Several bills enacted by the West Virginia Legislature created change in the public school system by reducing the number of employees (see Senate Bill 14, 1988; House Bill 2326, 1989; House Bill 101, 1990; and Senate Bill 8, 1990). The bills enacted indicate that West Virginia legislators had a vision of what they wanted the public school system to look like (Meckley, 1991). Change cannot come about unless someone has a vision. The Schiller Center, located in Alexandria, Virginia, advocates in its workshop materials on "Strategic Planning" that everyone has the capacity for vision. "Vision is a crystallization of the result that you want to create, so that the result is conceptually specific and tangible in your imagination--so tangible and so specific, in fact, that you would recognize the manifestation of the result if it occurred. In other

words, visions are desired realities" (page titled, A Word on Vision). The vision of the West Virginia Legislature should soon be a reality. School year 1994-95 is the last year the net enrollment cap decreases. Reductions in staff after 1994-95 will then be a result of declining enrollment, decreases in funds or additional legislation (WVC 18-9A-5a).

Solomon (1982) asks "Does enrollment or inflation drive retrenchment" (p. 3)? A significant body of literature addresses the role money and enrollment play in staffing public schools (Anderson and Mark, 1983; Berger, 1982; Bingaman, 1989; Burk, 1982; Cibulka, 1983; Colorado State Department of Education, 1990; Ditzhazy, 1977; Downey, 1976; Hickrod, 1976; Khan, 1987; Solomon, 1982; Thomas, 1982; Wood, 1986; and Zerchykov, 1981).

As early as the late 1960's and early 1970's, many states and urban areas discussed the impact declining enrollments have on the public school systems. For example, the Illinois State Office of Education (1975) used a task force to plan for a 20% decrease between



1971 and 1985. The National School Boards Association (1976) reports declining enrollment due to a declining birthrate is worsened by out migration, an aging population and increased enrollment in private schools (p. 15).

Ditzhazy (1977) summarizes the problem as seen in the 1960's: "Specifically, since the mid-1960's, they [public schools] are in an era of expanding curriculum while being confronted with reductions in student enrollments, boards of education have found it necessary to reduce their professional teaching staffs accordingly" (p. 7).

Hickrod and others (1976) say in their study that the decline began in 1972 and is projected to continue through 1986. They also say, "Apparently social scientists have been so busy in past decades building concepts and models of organizational and economic growth that they have ignored the possibility that public education could become an area of decline rather than growth" (p. 2). However, just because there is a



decline in the number of students enrolled in school does not mean there are cost reductions.

Zerchykov (1981) asserts that declining enrollments "do not decrease costs until and unless they precipitate cut-backs in plant and staff. . . . It is difficult to disentangle the fiscal effects of enrollment decline specifically from the effects of other correlative factors" (p. ix). Cibulka (1983) confirms this in his study of several years, 1974-1981, that "while enrollments began to drop prior to 1974 in all systems, there was a lag until school officials responded with service reductions" (p. 65).

The problem of declining enrollment continues to the present day in many areas of the country, including West Virginia. However, reduction in force in West Virginia encompassed more than just a declining enrollment or a decrease in funds. Meckley (1991) says, "The legislature, firmly convinced that the state's schools are over staffed, has changed the formula to provide state reimbursement for fewer school employees, an action that has forced county districts

to lay off large numbers of employees with lesser seniority. It is estimated that county school districts will need to RIF (reduction in force) over 900 teachers in order to stay within their 1991-92 budgets" (p. 4).

The literature reviewed concerning reductions of personnel across the country deals only with reductions that result from a declining enrollment, decrease in revenues and/or inflation. Anderson and Mark (1983) are the only authors that assume school districts may be over staffed and are making reductions where districts have extra resources or where resources have been wrongly utilized in the past. The increase in funds for education in Missouri between 1969-1982, during a period of declining enrollment is blamed on inflation more than expanding programs or more staff (p. 1). However, the authors feel that the increase in the number of administrative staff is caused by "the phenomenon of 'career creep' . . . [that] involves promotion of people into upper levels of a bureaucratic

organization at a rate faster than that at which the organization itself is growing" (p. 2).

Bingaman (1989) attempts to define "declining enrollment" in his analysis of Pennsylvania court cases since the early 1930's. He finds that the courts have been asked "to differentiate between declining student enrollments or financial constraints regarding the suspension of educational employees" (p. 36). The Pennsylvania Supreme Court also "had to determine whether or not a decrease in enrollment in various courses, but not an overall decrease in school population, constituted a declining enrollment situation." The Court ruled in the affirmative, therefore allowing the school district in question to suspend teachers under the declining enrollment provisions of the Pennsylvania Tenure Laws" (pp. 4, 5).

Cibulka (1983) analyzes the relationship between declining enrollment and the loss in state revenue for education:

First in a number of states the [school funding] formula contains an adjustment to

help the state cushion any financial impact attributable to falling attendance or membership. Second, the amount of state aid received depends on the level at which various factors in the state formula such as shared costs levels, guaranteed valuation, and the like are set. The effects of these other adjustments may be to diminish any direct effects of enrollment loss. Third, school finance reforms in many states have increased the state share of total school costs. (p. 69)

Cibulka concludes that there is no relationship "between enrollment loss and degree of expenditure decline nor between service reduction and expenditure reductions" (p. 70). He argues for a process in which the school systems respond to a combination of "political pressures and economic realities associated with decline" in enrollment (p. 75).

Ditzhazy (1977), on the other hand, argues that "Declining enrollment has a direct impact on the

operation and the financing of school districts. To fail to recognize change or to postpone constructive action to deal with problems arising out of a declining enrollment often tends to compound the problem and makes the solution more difficult" (p. 7).

This lack of reduction in state aid is a result of the type school aid formula used in most states. As in West Virginia, many states chose to use formulas modeled after the Strayer and Haig (1923) alternative. The Strayer-Haig plan that became popular by 1970 is "an equalization formula which allocates state revenue on a per unit basis in an inverse relationship to the school districts' fiscal capacities" (Needs Based Formula, p. 1).

Meckley (1991) discusses the West Virginia school aid formula and how it was used to achieve the reduction in force desired by the state's legislators. The changes in the West Virginia school aid formula are the legislators attempts to reduce administrative staff, particularly staff in the central office of the school districts. Legislators and some constituents

believe central office administrators are paid too much money (Meckley, 1991, p. 5).

Effron (1993) says:

As you might expect, the public cheered the sound of the ax falling on the central office. Like it or not, the perception is that central offices everywhere contain a bunch of useless bureaucrats. The district's reduction efforts, with expected savings of \$16 million over the next two years, demonstrated its commitment to reform. The school system's bureaucracy was now meaner and leaner. (pp. 29, 30)

Three authors, in particular, discuss concerns in implementing a reduction in force (Hill, 1982; Khan, 1987; Thomas, 1982). Hill (1982) advises, "Never, never think of RIF (reduction in force) as an opportunity to get rid of staff you don't like" (p. 2). Seniority is the choice of most agencies in determining whom to RIF. Hill suggests three questions that should be answered before deciding to RIF: (1) have all



avenues for additional funding been explored, (2) can the current positions be retained and increase services, and (3) are finances the only reason for riffing? (p. 3) She also suggests that "districtwide 'bumping' has a domino effect that demoralizes staff" (p. 4).

Khan (1987) approaches downsizing from a different perspective. She suggests that as much as possible normal and induced attrition should be used. Agencies should plan for change and work toward their visions (pp. 393-399).

Thomas (1982) suggests that one way to avoid extensive reductions due to declining enrollment is, "Instead of staffing on the beginning of the year student enrollments, it is wise to staff on mid-year enrollment projections. Otherwise, the school district will be overstaffed and quickly wastes substantial amounts of money" (p. 1). Staffing on mid-year projections saves money and reduces the number of staff to be reduced at the end of the year. "It is important that everyone understand that a declining enrollment



school district cannot 'carry' unsatisfactory employees. Each position held by an unsatisfactory person requires the termination of a satisfactory employee. Neither the school district nor the teacher association supports the employment of unable people when able persons are readily available" (p. 3).

Norman (1983) quotes the president of the University of Michigan as saying "If we are able to take our commitment to quality seriously, we will have to engage in fewer activities" (p. 283). The University decided to eliminate some programs entirely and cut others deeply in order to redirect funds into higher priority areas (p. 283). The same was true in the decision made by the West Virginia Legislature.

Meckley (1991) says, "Many are of the opinion that the surest way to pay teachers more is to reduce their numbers" (p. 5). Whether staff reductions come from a declining enrollment, decreased revenue or as a necessity to increase salaries of other staff members, services still have to be provided to students.

The literature discusses a variety of ways work is carried on after the reduction takes place (Anderson and Mark, 1983; Berger, 1982; Burk, 1982; Colorado, 1990; Ditzhazy, 1977; Hickrod, 1976; Hill and Carlson, 1994; Illinois State Office of Education, 1975; Liebmann, 1989; Meckley, 1991; Oliver, 1983; Sinowitz and Hallam, 1975; Solomon, 1982; Thomas, 1977 and 1982; Wood, 1986). The most common concern is whether administrators and support personnel are being reduced at the same rate as teachers. (Anderson and Mark, 1983; Berger, 1982; Hickrod, 1976; Oliver, 1983; and Thomas, 1982).

Anderson and Mark (1983, p. 9) and Hickrod (1976, p. 38) indicate that the teaching staff is being reduced most rapidly. They also find that reductions are being made among support staff, that is, librarians, guidance counselors, and nurses.

The literature summarized in Table 1 indicates that reduction of personnel is the most common way of handling downsizing. Six of the nine authors reveal that teachers are reduced before administrators.

Table 1

Studies Discussing Reduction of Personnel to Handle

Downsizing

|                   | RIF<br>Teachers<br>not Admin-<br>istrators | RIF<br>Student<br>Support<br>Staff | Cut<br>Admini-<br>stration | RIF<br>Special-<br>ists<br>Positions | Use Less<br>Substi-<br>tutes | Early<br>Retire-<br>ment |
|-------------------|--------------------------------------------|------------------------------------|----------------------------|--------------------------------------|------------------------------|--------------------------|
| Authors           |                                            |                                    |                            |                                      |                              |                          |
| Anderson,<br>1983 | yes                                        | yes                                |                            |                                      |                              |                          |
| Barger,<br>1982   | yes                                        |                                    |                            |                                      |                              |                          |
| Burk, 1982        |                                            |                                    | yes                        | yes                                  |                              |                          |
| Hickrod,<br>1976  | yes                                        | yes                                |                            |                                      |                              |                          |
| Illinois,<br>1975 |                                            |                                    | yes                        |                                      | yes                          | yes                      |
| Mackley,<br>1991  |                                            |                                    | yes                        |                                      |                              |                          |
| Oliver,<br>1983   | yes                                        |                                    |                            |                                      |                              |                          |
| Solomon,<br>1982  | yes                                        | yes                                |                            | yes                                  |                              |                          |
| Thomas,<br>1982   | yes                                        |                                    |                            |                                      | yes                          |                          |

The second most common topic of discussion for handling downsizing is that of consolidation. For the purpose of this review, consolidation includes resource sharing, facility consolidation, district cooperation and district merger. Table 2 summarizes the literature discussing consolidation.

Table 2

Studies Discussing Consolidation as a Way to Handle Downsizing

| Authors)       | Schools Share | Districts Share | Facilities Consolidate | Districts Marge |
|----------------|---------------|-----------------|------------------------|-----------------|
| Berger, 1982   |               |                 | yes                    |                 |
| Burk, 1982     | yes           |                 |                        | yes             |
| Colorado, 1990 | yes           | yes             |                        |                 |
| Ditzhazy, 1977 | yes           |                 | yes                    |                 |
| Hill, 1994     |               | yes             | yes                    |                 |
| Solomon, 1982  |               |                 | yes                    |                 |
| Thomas, 1977   |               |                 | yes                    |                 |
| Wood, 1986     |               | yes             | yes                    | yes             |

Liebmann (1989) does not propose consolidation *per se*, but he does propose the use of technology in the workplace to relieve employees of traditional tasks, to share data, to assist in downsizing, and to reorganize (pp. 3-10).

Another common topic of discussion is whether to cut or enrich programs when enrollment decline demands fewer personnel. "If the people are willing to provide more money for less students (which doesn't seem likely at the moment), then more staff will be needed to enrich established programs" (Ditzhazy, 1977, p. 9). Ways to enrich programs are to reduce pupil-teacher ratios and reduce class size (Ditzhazy, 1977, pp. 9, 10); increase number of courses offered, provide advanced placement courses and provide for gifted and talented (Hill and Carlson, 1994, p. 15); increase quality of service to students (Sinowitz, 1975, pp. 32-34), increase vocational and special education services (Solomon, 1982, p. 30), and increase transportation services (Thomas, 1977, p. 10).

Oliver (1983) says that declining enrollment may be handled "as a reduction in force of secondary and elementary school teachers. . . . There are two ways to retrench teachers: reduce by program or reduce by teacher" (p. 3). Solomon (1982) and Thomas (1982) discuss cutting programs when declining enrollment demands downsizing. "Declining enrollment and entrenchment also affect the sort of quality programs a school district can offer" (Solomon, p.20).

Solomon, based on a review of literature, says that most districts will cut programs rather than close schools as a result of public sentiment. Usually, elementary students lose art, music and physical education, guidance and library/media first. Secondary students lose elective subjects before anything else (Solomon, p. 20, 21).

Ditzhazy (1977), Hill and Carlson (1994), Liebmann (1989), Illinois (1975), and Wood (1986) discuss class size, split grades and reorganization as ways to handle a declining enrollment that demands downsizing. Ditzhazy summarizes that if programs are to be

enriched, class size will be smaller, and if a district must reduce personnel, then class size will be larger or classes will have split grades (pp. 9; 10).

Discussing reorganization, Liebmann concludes, "The result of downsizing, deskilling and the increased use of contingency labor is a redistribution of work" (p. 10).

In summary, Thomas (1982) says, "The schools of this nation will survive declining enrollments in much the same way as they have survived growth, collective negotiations, accountability, federal regulations and reduced budgets. Dealing with the problems of declining school population requires long-range planning and sensitivity to human needs" (p. 6).

The issues of change and, more specifically, downsizing are addressed in the coming chapter as part of this study's research design. The following section presents a review of the literature pertaining to the descriptive approach to research methodology.



### Descriptive Research

One type of descriptive research is a survey study which may include documentary analysis (Dalen and Meyer, 1962, pp. 206-214). More recent literature describes descriptive research as studies that "describe a given state of affairs as fully and carefully as possible" (Fraenkel and Wallen, 1990, pp. 11, 12).

Dalen and Meyer (1962) say that survey studies are used by education, government, and political organizations when they want to collect details of existing conditions (pp. 206, 207). A type of survey is a documentary survey also known as documentary analysis. "Documents and records may be dull reading to laymen, but researchers often unearth exciting and pertinent data from these sources. Documentary analysis . . . is closely akin to historical research. Both . . . examine existing records but historical research is primarily concerned with the more distant past and descriptive research with the present" (Dalen and Meyer, p. 211). Historical research and/or

descriptive research study some aspect of the past "by either perusing documents of the period or interviewing individuals who lived during the time" (Fraenkel and Wallen, pp. 11, 411, 412 ).

The purpose of descriptive studies or survey research is to describe specific characteristics of a large group of persons, objects or institutions and/or changes in some of these over time (Jaeger, 1988, p. 303 and Fraenkel and Wallen, pp. 12, 332). The point is to reconstruct accurately what took place during the time studied and explain why it did (Fraenkel and Wallen, p. 11).

Dalen and Meyer (1962) caution that documentary research may produce much valuable information but investigators may draw faulty conclusions from the data (p. 213). Other precautions are to analyze a representative sample of source materials and to analyze the trustworthiness of source materials (p. 214).

Jaeger (1988) concludes that survey research is a "study in which data are collected from the members of

a sample, for the purpose of estimating one or more population parameters. Using simple English . . . a survey is a research study in which data are collected from part of a group, for the purpose of describing one or more characteristics of the whole group" (p. 304).

Surveys are conducted directly (person-to-person) as in an interview or indirectly as in mailing a questionnaire. Surveys are more than counting answers; they must begin with a plan and a definition of a problem (Dalen and Meyer, pp. 208-210; Jaeger, pp. 307, 308; Tuckman, 1978, pp. 9, 10; Fraenkel and Wallen, p. 10, 333-336).

Surveys may be comprehensive or very focused; may cover several states or cover one city; and may gather data from every person in the population to be studied or from a representative sample. The data may cover a wide variety of related factors or only a few factors. The problem to be studied determines the scope of the survey (Dalen and Meyer, p. 207). In summary, Tuckman (1978) says "Nonetheless, when properly constructed and when employed within proper design, questionnaire and

interview approaches [and documentary analysis] may be used to great advantage" (p. 10).

### Chapter Summary

This chapter includes a review of literature concerning change, downsizing and descriptive research methodology. Change or educational reform began long before the publication of *A Nation at Risk* (1983). Some studies reveal that educational reform was considered to be successful prior to this report. After the publication of *A Nation at Risk*, studies reveal that educators began looking for reform that would fix education.

Downsizing began in the early 1970's as a result of declining enrollment according to the studies reviewed. There were no studies found that discuss downsizing as a result of reform. In every case, the studies reviewed discuss reform as a result of declining enrollment.

Descriptive research is the research methodology of choice when document analysis is a necessary part of the study. It is also the methodology used when

characteristics of a large group of persons are to be described. Caution is given that documentary research may produce valuable information but investigators may draw faulty conclusions from the data. The point is to reconstruct accurately what took place during the time studied.

## Chapter 3

### METHOD OF RESEARCH

This study utilized a descriptive research design. Data were collected from three sources and analyzed.

(1) Enrollment, personnel and deficit data provided by the West Virginia Department of Education were analyzed and described. (2) All 55 county superintendents and eight Regional Educational Service Agencies' directors were surveyed to determine the impact of downsizing at the local level that could not be determined from the data collected by the West Virginia Department of Education. (3) Program administrators in the West Virginia Department of Education were interviewed to determine the effect on specific curricular and extra curricular programs.

The researcher requested access to the enrollment, personnel and deficit data collected by the West Virginia Department of Education. These data were analyzed and compiled to describe the impact downsizing has had on the state's education system between school years 1987-88 and 1993-94.

The survey instrument, developed and piloted by the researcher with assistance from three district superintendents, was mailed with a cover letter to each of the 55 district superintendents for completion. The superintendents were asked to return the completed instruments to the researcher. Stamped and preaddressed envelopes were provided for ease in returning the questionnaire. Less than 44 responses from the district superintendents would result in a second mailing and a telephone follow-up. One hundred percent of the superintendents responded.

A survey instrument, developed and piloted by the researcher with assistance from three district superintendents, was mailed with a cover letter to the directors of the eight Regional Educational Service Agencies (RESA) for completion. The directors were asked to return the completed instruments to the researcher. Stamped and preaddressed envelopes were provided for ease in returning the questionnaire. One hundred percent of the RESA directors responded to the survey.



Using semistructured interview guide developed by the researcher, the researcher interviewed no fewer than ten program coordinators in the West Virginia Department of Education to determine the perceived impact of downsizing on selected programs throughout the state's education system. Programs selected for interview were Science, Foreign Language, Early Childhood, Language Arts, Social Studies, The Arts, Remedial Education, Mathematics, Guidance, Vocational Education, and Special Education. Two generalists were also interviewed. Program administrators were selected by their longevity in the West Virginia Department of Education or longevity in West Virginia in the program administered. Thirteen program administrators were interviewed.

The researcher, consulting with the doctoral committee chair determined adequate data and responses had been achieved, both in quantity and depth. Interviews with selected county superintendents and/or RESA directors were not needed to clarify any of the data or responses.

### Explanation of Research Procedure

Data were obtained from the West Virginia Department of Education and were analyzed using descriptive statistics. The number and percentage decrease in school aid formula funded positions were studied. Those data were compared to the actual positions filled from all funding sources during the same time period. Data from 1987-88 were compared to data from 1993-94. The information collected by the survey and interview instruments was tabulated by category as much as possible. The data were reported by percentage and category to describe the changes identified in the data provided by the West Virginia Department of Education. Data collected through interviews were reported by program area and compared to the percent of change for selected groups of personnel calculated from the data provided by the West Virginia Department of Education. These activities revealed a description of the impact of downsizing on the school districts in West Virginia.

## Chapter 4

### RESEARCH FINDINGS

The results of the study are reported in this chapter. Results of the data analysis are reported to describe the impact of downsizing on the 55 school districts. Four major research questions were addressed:

1. To what extent was the work load redistributed to remaining staff members?
2. To what extent were the number and configuration of schools affected?
3. To what extent were staffing patterns and assignments changed?
4. To what extent did downsizing affect academic and extra curricular programs?

The personnel, enrollment and deficit data described under general information were collected by the West Virginia Department of Education and provided to the author for analysis. Data collected by the department are also described in answer to each research question. The opinions and comments of all 55

district superintendents and eight Regional Educational Service Agency directors surveyed are described in answer to each research question. The responses of 13 program administrators in the West Virginia Department of Education are described in answer to research question 4. Appendices B, C, and D, present the detailed responses of each group surveyed and interviewed.

#### General Information

The West Virginia Legislature enacted several bills in 1988, 1989 and 1990 that changed the school aid formula to cause the number of personnel in the public school system to decrease faster than the decline in net or adjusted enrollment (Senate Bill 14, 1988; House Bill 2326, 1989; House Bill 101, 1990; and Senate Bill 8, 1990). Table 3 presents a comparison of the data from school year 1987-88 and school year 1993-94 of net enrollment, adjusted enrollment and personnel from all funding sources.

Table 3

Comparison of Personnel from All Funding Sources and  
Enrollment between School Years 1987-88 and 1993-94

| Personnel and<br>Enrollment | School Year |            | Increase/ Percent |        |
|-----------------------------|-------------|------------|-------------------|--------|
|                             | 1987-88     | 1993-94    | Decrease          | Change |
| All Personnel               | 41,415.34   | 38,221.64  | -3,193.70         | -7.71  |
| Professional                | 26,361.49   | 24,331.42  | -2,030.07         | -7.70  |
| Service                     | 15,053.85   | 13,890.22  | -1,163.63         | -7.73  |
| Adjusted Enroll             | 442,176.00  | 412,726.44 | -29,449.56        | -6.66  |
| Net Enrollment              | 333,962.00  | 307,167.44 | -26,794.56        | -8.02  |

An approximate 8% decrease in the number of personnel employed from all funding sources in the 55 school districts and the net enrollment decrease of 8% are presented in Table 3. The adjusted enrollment decrease of 6.66% is less than the decrease in net enrollment. (See Appendix A, Tables A-1, A-2, A-4, A-6, and A-9 for individual district data.)

Figure 1

Comparison Personnel

1987-88 (1st)

to 1993-94 (2nd)

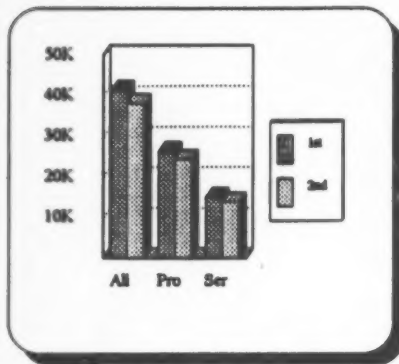
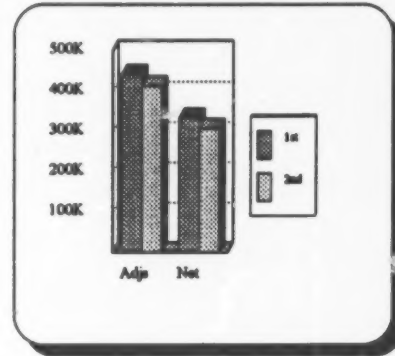


Figure 2

Comparison Enrollment

1987-88 (1st)

to 1993-94 (2nd)



As presented in Table 3 and Figures 1 and 2, personnel from all funding sources has not downsized at any greater rate than enrollment. The changes the West Virginia Legislature enacted should have caused personnel to have downsized more rapidly than enrollment. Adjusted enrollment as shown in Table 3, has decreased 6.66% where net enrollment decreased 8%.

Contrasting the percentage of decrease for personnel from all funding sources in Table 3 with the percent of decrease of personnel allowed in the school

aid formula in Table 4 indicates that the greater downsizing has been within the school aid formula.

Table 4

Comparison of Personnel Allowed in the Formula between  
School Years 1987-88 and 1993-94

| Personnel     | School Year |           | Increase/ Percent |        |
|---------------|-------------|-----------|-------------------|--------|
|               | 1987-88     | 1993-94   | Decrease          | Change |
| All Personnel | 39,396.23   | 35,603.05 | -3,793.18         | -9.63  |
| Professional  | 24,593.28   | 22,081.02 | -2,512.26         | -10.22 |
| Service       | 14,802.95   | 13,522.03 | -1,280.92         | -8.65  |

Downsizing of personnel allowed in the school aid formula of 9.63% as presented in Table 4 is greater than the 7.71% decrease of personnel from all funding sources presented in Table 3. The data would indicate that some of the personnel no longer funded through the formula are now funded from other sources in the school system. (See Appendix A, Tables A-5, A-7 and A-10 for individual district data.)

In some cases, when other funds are not available school districts have incurred deficits. Data



presented in Table A-22 identify 5 districts with deficits in 1987-88 and 16 districts with deficits in 1993-94. The data also provide details on which districts have excess levies and if the actual number of personnel employed eligible to be counted in the formula is over or under the number for which funding was received through the formula. All 5 of the districts experiencing a deficit in 1987-88 had an excess levy and 4 of the 5 employed more professionals and service personnel than the formula funded. One district employed fewer professionals, but more service personnel than the formula funded.

Of the 16 districts experiencing a deficit at the end of 1993-94, 9 did not have an excess levy while 7 had an excess levy. Only 1 district with a deficit employed fewer professional educators and service personnel than the formula funded. Of the 16 with deficits, 2 employed fewer professional educators, but more service personnel than the formula funded. One district employed more professional educators, but fewer service personnel than the formula funded.

In school year 1987-88, the school aid formula funded 55 professional educators for every 1,000 students in adjusted enrollment. At least 49 of the 55 were required to be professional instructional personnel, that is, classroom teachers, librarians and counselors. A maximum of 6 of the 55 could be professional non-instructional personnel and permitted within the school aid formula (WVC 18-9A-2).

To achieve the downsizing the West Virginia Legislature wanted by 1993-94, the school aid formula was changed to fund 53.5 professional educators for every 1,000 students in adjusted enrollment. At least 50 of the 53.5 professional educators were required to be professional instructional personnel, and the definition was expanded to include school nurse with an AB Degree, school psychologist and attendance director. The number of professional educators allowed in the school aid formula was influenced by the net enrollment since the school aid formula did not allow more than 74.5 professional educators per 1000 students in net enrollment. A maximum of 3.5 professional non

instructional personnel per 1000 students in adjusted enrollment were permitted within the school aid formula.

Table 5

Comparison of Professional Instructional and Professional Non Instructional Personnel from All Funding Sources between School Years 1987-88 and 1993-94

| Personnel    | School Year |           | Increase/ Percent |        |
|--------------|-------------|-----------|-------------------|--------|
|              | 1987-88     | 1993-94   | Decrease          | Change |
| Prof. Instr. | 24,116.16   | 22,481.45 | -1,634.71         | -6.78  |
| Prof. Non.   | 2,245.33    | 1,849.97  | -395.36           | -17.61 |

Table 6

Comparison of Professional Instructional and Professional Non Instructional Personnel Allowed in the Formula between School Years 1987-88 and 1993-94

| Personnel    | School Year |           | Increase/ Percent |        |
|--------------|-------------|-----------|-------------------|--------|
|              | 1987-88     | 1993-94   | Decrease          | Change |
| Prof. Instr. | 22,961.67   | 21,047.20 | -1,914.47         | -8.34  |
| Prof. Non.   | 2,642.97    | 1,377.89  | -1,265.08         | -47.87 |

A contrast of the data in Table 5 and Table 6 shows that the percentage of decrease for professional instructional personnel employed from all funding sources presented in Table 5 is 6.78% as compared to the 8.34% decrease for professional instructional personnel required by the school aid formula presented in Table 6. The percentage of decrease for professional non instructional personnel from all funding sources presented in Table 5 is 17.61% as compared to the 47.87% decrease for professional non instructional personnel permitted in the school aid formula presented in Table 6. The data presented in Tables 3, 4, 5, and 6 certainly demonstrate that the personnel funded through the school aid formula has decreased more dramatically and more rapidly than the personnel employed from all funding sources. Personnel from all funding sources basically decreased at the same rate as the decrease in net enrollment. (See Appendix A, Tables A-12 through A-15 for individual district data.)

### Research Question 1

To what extent was the work load redistributed to remaining staff members?

Table 7

Comparison of Number of Personnel in Various Groupings  
from All Funding Sources between School Years 1987-88  
and 1993-94

| Personnel   | School Year |           | Increase/<br>Decrease | Percent<br>Change |
|-------------|-------------|-----------|-----------------------|-------------------|
|             | 1987-88     | 1993-94   |                       |                   |
| Teachers    | 22,874.46   | 21,047.61 | -1,826.85             | -7.99             |
| Principals  | 1,307.99    | 1,111.10  | -196.89               | -15.05            |
| Student Sup | 1,190.70    | 1,359.98  | 169.28                | 14.22             |
| Central Off | 962.34      | 783.38    | -178.96               | -18.60            |
| Pay Grade H | 309.70      | 279.49    | -30.21                | -9.75             |
| Maintenance | 3,601.81    | 3,179.02  | -422.79               | -11.74            |

The data presented in Table 3 identify an 8.02% decrease in net enrollment and data in Table 7 show the number of teachers has decreased a correspondingly 7.99%. Table A-8, Appendix A, presents further detail on the decrease in number of teachers by position. The three types of teachers to have the largest decreases are elementary teachers, 13.48%; homebound teachers,

21.66% and post secondary vocational education teachers, 14.77%. The data in Table A-8 also reveal that at the same time there is an increase in the number of community education teachers, vocational K-12 teachers and Pre K-K teachers. (See Tables A-16 through A-21 for individual district information.)

All 55 district superintendents were surveyed by mail with a 100% return. Their responses provide detail for the data in Table 7. Twenty percent of the superintendents said that the work load for teachers had not shifted; however, 44% indicated that the work load had shifted for teachers by having more students in class specifically at the middle and high school levels. On the other hand the RESA directors felt the work load for the teachers in 40% of the school districts had not shifted, and the work load had shifted in 56% of the districts by increasing the number of students in class. (See Appendices B and C for detailed responses to the surveys.)

Table 7 presents data that indicate a 15.05% decrease in the number of principals and assistant



principals. Both superintendents and RESA directors stated with fewer assistant principals, the work load has been shifted to principals, counselors and others; and with fewer principals, some principals are required to supervise more than one school.

The data in Table 7 report a 14.22% increase in the number of student support personnel. The increase in support personnel provides some evidence that the work load has shifted from teachers and principals.

The data presented in Table 7 reveal that central office personnel has had one of the largest decreases--18.60%. Even if Pay Grade H personnel are included in with the central office staff, the decrease is 16.44%. Superintendents and RESA directors agree on how the work load has shifted as a result of less staff in the central office.

At least 78% of the districts shifted some of the work load of program specialists to others left in the central office. Forty percent of the districts shifted some of the work load to teachers through extended or extra curricular contracts. Forty percent



of the districts have shifted the work load by not getting the work done. The percents reported from survey data are not mutually exclusive. One district may employ several strategies to shift the work load. Only 13% of the superintendents reported that the work load of program specialists shifted to the RESA whereas the RESA directors said that 69% of the districts shifted the work load of the program specialist to the RESAs. Eighty-nine percent of the superintendents reported on the survey that with fewer administrators in the central office, the work load shifted to the administrators left in the central office. The RESA directors reported that only 47% of the districts were shifting the work load to the remaining administrators in the central office.

The data in Table 3 exhibit a 7.73% decrease for service personnel that corresponds to the decrease in net enrollment. According to the data in Table 7, Pay Grade H and maintenance personnel experienced greater decreases. Table A-11 data indicate service personnel decreases by position. Four service personnel

positions have been added since 1987-88: supervisory aide, paraprofessional, autism mentor and braille/sign language specialist. Both RESA directors and superintendents reported that either the work was not being done or personnel were being multi-classified. They agreed that the service personnel work load was not being shifted to the RESA.

Responses of program administrators presented in Table D-1 indicate in every case there are fewer staff in the central office and the staff remaining have a larger work load. The program administrators also reported that the work load had not shifted to the RESA except for some aspects of training.

#### Research Question 2

To what extent were the number and configuration of schools affected?

The number of schools in 1987-88 was 1101 and in 1993-94 the number of schools was 901 as presented in Table 8. This was a decrease of 200 schools or 18.17%. The average number of students per school was 303 in school year 1987-88 and 341 in school year 1993-94.

Table 8

Comparison of the Number of Schools by Type between  
School Years 1987-88 and 1993-94

| Type        | School Year |         | Increase/ Percent |        |
|-------------|-------------|---------|-------------------|--------|
|             | 1987-88     | 1993-94 | Decrease          | Change |
| Elementary  | 685.00      | 542.00  | -143.00           | -20.88 |
| Middle      | 52.00       | 78.00   | 26.00             | 50.00  |
| Junior High | 97.00       | 56.00   | -41.00            | -42.27 |
| Senior High | 151.00      | 135.00  | -16.00            | -10.60 |
| Alternative | 3.00        | 2.00    | -1.00             | -33.33 |
| Vocational  | 41.00       | 38.00   | -3.00             | -7.32  |
| Special Ed. | 31.00       | 16.00   | -15.00            | -48.39 |
| Combined    | 41.00       | 34.00   | -7.00             | -17.07 |
| Total       | 1,101.00    | 901.00  | -200.00           | -18.17 |

The data in Table 8 indicate that even though schools have decreased 18.17%, middle schools have increased 50%. This helps to explain the large 42.27% decrease in junior high schools. This reconfiguration of junior high schools to middle schools also helps to explain the 20.88% decrease in elementary schools. (See Appendix A, Table A-3.) Forty-two percent of the

superintendents surveyed said schools have been reconfigured in such a way as to require fewer personnel. Twenty-four percent indicated that there had been no change in the number or configuration of schools. This is explained by one superintendent reporting "Our consolidation program actually started in 1976" (Appendix B, question 3d).

#### Research Question 3

To what extent were staffing patterns and assignments changed?

All 13 program administrators interviewed in the West Virginia Department of Education agree that the 55 school districts are employing fewer people that have to do multiple jobs and are becoming more generalists than specialists.

The data in Table A-8, Appendix A compare the number of professional educators from all funding sources per position between school years 1987-88 and 1993-94. The data in Table A-11 compare the number of service personnel from all funding sources per position between school years 1987-88 and 1993-94.

The overall 7.70% decrease of professional personnel represented in Table A-8 corresponds with the net enrollment decrease of 8.02% represented in Table 3. The 7.70% decrease camouflages increases shown in other positions presented in Table A-8, i.e., director/coordinator of supportive services, 47.17% increase; attendance directors, 78.04% increase and remedial specialist, 114.21% increase. Table A-8 also lists new positions in 1993-94 that were not there in 1987-88, i.e., social worker, physical therapist and occupational therapist.

The overall 7.73% decrease of service personnel represented in Table A-11 corresponds with the net enrollment decrease of 8.02% represented in Table 3. New service personnel positions shown on Table A-11 for 1993-94 that were not available in 1987-88 are supervisory aides, para professional, autism mentor and braille/sign language specialist. Even with additional positions and noticeable increases in electronic technician, 43.11% increase; HVAC mechanic, 15.80% increase; and food service supervisor,

42.61% increase, large decreases are evident in most maintenance positions.

RESA directors and district superintendents responding to the survey indicate that to compensate for a reduction in staff, approximately:

- 75% of the districts have reorganized the central office;
- 56% of the districts have changed staffing patterns in schools;
- 82% of the districts have changed work assignments in the central office; and
- 47% of the districts have changed work assignments in the schools.

#### Research Question 4

To what extent did downsizing affect academic and extra curricular programs?

The number of teachers from all funding sources decreased 7.99% between school years 1987-88 and 1993-94. This decrease was approximately the same as the decrease in net enrollment. However, the reduction of teachers has not been the same in all areas.

Table 9

Comparison of Number of Kindergarten through Sixth  
Grade Teachers from All Funding Sources per Selected  
Programs between School Years 1987-88 and 1992-93  
(latest data available)

| Program       | School Year |          | Increase/ |                |
|---------------|-------------|----------|-----------|----------------|
|               | 1987-88     | 1992-93  | Decrease  | Percent Change |
| Art           | 188.00      | 438.00   | 250.00    | 132.98         |
| Eng/Lang Arts | 57.00       | 682.00   | 625.00    | 1,096.49       |
| Foreign Lang  | 3.00        | 9.00     | 6.00      | 200.00         |
| Health        | 70.00       | 90.00    | 20.00     | 28.57          |
| Mathematics   | 65.00       | 813.00   | 748.00    | 1,150.77       |
| Music         | 494.00      | 407.00   | -87.00    | -17.61         |
| Phy. Ed.      | 492.00      | 660.00   | 168.00    | 34.15          |
| Reading       | 357.00      | 537.00   | 180.00    | 50.42          |
| Science, Gen. | 45.00       | 550.00   | 505.00    | 1,122.22       |
| Soc. Studies  | 51.00       | 567.00   | 516.00    | 1,011.76       |
| Special Ed.   | 1,477.00    | 1,348.00 | -129.00   | -8.73          |



Table 10

Comparison of Number of Seventh through Twelfth Grade  
Teachers from All Funding Sources per Selected Programs  
between School Years 1987-88 and 1992-93 (latest data  
available)

| Program        | School Year |          | Increase/ Percent |        |
|----------------|-------------|----------|-------------------|--------|
|                | 1987-88     | 1992-93  | Decrease          | Change |
| Art            | 259.00      | 250.00   | -9.00             | -3.47  |
| Driver's Ed.   | 248.00      | 216.00   | -32.00            | -12.90 |
| Eng/Lang Arts  | 1,551.00    | 1,545.00 | -6.00             | -0.39  |
| Foreign Lang   | 326.00      | 354.00   | 28.00             | 8.59   |
| Health         | 541.00      | 388.00   | -153.00           | -28.28 |
| Journalism     | 87.00       | 42.00    | -45.00            | -51.72 |
| Mathematics    | 1,185.00    | 1,221.00 | 36.00             | 3.04   |
| Music          | 477.00      | 330.00   | -147.00           | -30.82 |
| Phy. Ed.       | 661.00      | 667.00   | 6.00              | 0.91   |
| Reading        | 213.00      | 248.00   | 35.00             | 16.43  |
| Science, Bio   | 583.00      | 525.00   | -58.00            | -9.95  |
| Science, Chem. | 176.00      | 178.00   | 2.00              | 1.14   |
| Science, Gen.  | 661.00      | 682.00   | 21.00             | 3.18   |

(Table 10 Continued)

| Program        | School Year |          | Increase/ Percent |        |
|----------------|-------------|----------|-------------------|--------|
|                | 1987-88     | 1992-93  | Decrease          | Change |
| Science, Phys. | 120.00      | 84.00    | -36.00            | -30.00 |
| Soc. Studies   | 1,306.00    | 1,195.00 | -111.00           | -8.50  |
| Speech         | 121.00      | 103.00   | -18.00            | -14.88 |
| Special Ed.    | 1,549.00    | 1,477.00 | -72.00            | -4.65  |
| Agriculture    | 108.00      | 98.00    | -10.00            | -9.26  |
| Bus. Ed.       | 511.00      | 446.00   | -65.00            | -12.72 |
| Home Ec.       | 395.00      | 318.00   | -77.00            | -19.49 |
| Indust. Arts   | 247.00      | 44.00    | -203.00           | -82.19 |
| Tech. & Ind.   | 484.00      | 354.50   | -129.50           | -26.76 |

The data presented in Table 9 and Table 10 provide details on the numbers of teachers working in selected subject areas. The numbers presented in Table 9 are not inclusive of all kindergarten through sixth grade teachers. It represents only those teachers that were identifiable by subject area primarily in schools with fifth and sixth grades departmentalized. The data in Table 9 add further detail to the data in Table 8

describing the extent the number and configuration of schools have been affected. Table 8 data indicate a reconfiguration of elementary and junior high schools to middle schools. Table 9 data provide supporting detail concerning the reconfiguration of schools between 1987-88 and 1993-94. There are large increases in the numbers of teachers in subject areas usually departmentalized at the middle school level but traditionally have been taught by the self-contained classroom teacher at the elementary level, that is, English/language arts 1096.49% increase, mathematics 1,150.77% increase, science 1,122.22% increase and social studies 1,011.76% increase. Smaller increases are apparent in the number of teachers in art 132.98% increase, health 28.57%, physical education 34.15% increase and reading 50.42% increase. These specialized teachers usually help provide planning periods for all the other teachers at the elementary level. Only two of the selected areas decreased--music 17.61% decrease and special education 8.73% decrease.

Data in Table 10 provide details for the reduction of teachers at the high school level also portrayed by the data in Table A-8. Even though the data in Table A-8 indicate that secondary vocational teachers did not decrease, data in Table 10 do portray some change of emphasis in vocational subjects, i.e., agriculture 9.26% decrease, business education 12.72% decrease, home economics 19.49% decrease, industrial arts 82.19% decrease and technical and industrial education 26.76% decrease. Industrial arts has the greatest decrease of 82.19%.

The responses to the survey of district superintendents and RESA directors indicate that downsizing in personnel affects academic and extra curricular programs in the following ways, approximately:

- ♦ 29% have not changed academic programs offered;
- ♦ 35% have the same academic programs, but offered less often;
- ♦ 35% offered fewer academic programs;

- 49% have made no changes in the extra curricular offerings;
- 9% offered the same extra curricular programs, but less often; and
- 11% offered fewer extra curricular programs.

Each of the 13 program administrators interviewed had differing views on the impact downsizing has had on academic programs. Those responses are summarized in Table D-1. The program administrators reported that the arts, vocational education and social studies had fewer offerings in school year 1993-94 than in school year 1987-88. One generalist reported that there were decreased offerings generally over the entire curriculum. However, program administrators in science, foreign language, remedial education, and mathematics reported an increase in the variety of offerings in these specific subjects between school years 1987-88 and 1993-94. The courses were offered less often. In every case, except in early childhood and science, program administrators thought there were fewer teachers in the subject areas they administered.

## Chapter 5

### CONCLUSIONS AND RECOMMENDATIONS

#### Overview of the Study

The objective of this study was to describe the programmatic, organizational and administrative changes in the 55 school districts in West Virginia relating to legislatively mandated staff downsizing between school years 1987-88 and 1993-94. In the Legislature's duty to provide for a thorough and efficient education, it has enacted many bills that regulate the number of personnel that should be employed and the number that can be employed within the school aid formula. Before 1988, legislation encouraged school districts to employ people to provide more services to special education students. As a result, adjusted enrollment increased while net enrollment declined. The growth in adjusted enrollment required more money every year and the state was experiencing severe financial problems. Additionally, school personnel were asking for salary increases. It was under these constraints that the

West Virginia Legislature decided it had to do something.

As Senator Lucht discussed in a recent conversation with the author, public education required the largest portion of the state's general revenue fund. The state could not afford to increase the average salary of the classroom teacher and maintain the same number of personnel within the school aid formula (Lucht, Interview, 1994).

The school aid formula (WV Code 18-9A) as enacted and revised before 1988 required the number of personnel to decrease as adjusted enrollment declined. Beginning in 1988, the legislature revised the school aid formula to cause:

- the number of personnel to decrease at a more rapid pace than the decline of net enrollment by enacting a net enrollment ratio that decreased over a period of seven years.
- the adjusted enrollment ratio to decrease over a two year period.



- the ratio of professional instructional personnel to adjusted enrollment to increase requiring more professional instructional personnel.
- caps on the number of gifted students permitted for calculating the formula which resulted in a decrease in the adjusted enrollment count.

To determine the effect of these legislated changes, data collected by the West Virginia Department of Education were analyzed, district superintendents and RESA directors were surveyed and WV Department of Education program administrators were interviewed. The study utilized the descriptive research design which included the use of surveys, interviews and document analysis.

The findings of the study were categorized in Chapter 4 into five areas:

- General Information
- Research Question 1, To what extent was the work load redistributed to remaining staff members?
- Research Question 2, To what extent were the number and configuration of schools affected?

- \* Research Question 3, To what extent were staffing patterns and assignments changed?
- \* Research Question 4, To what extent did downsizing affect academic and extra curricular programs?

The findings presented in this chapter are categorized in the same manner as the research findings. Sections on conclusions and recommendations follow after the findings for Research Question 4.

#### Summary of Findings

##### Summary of Findings--General Information

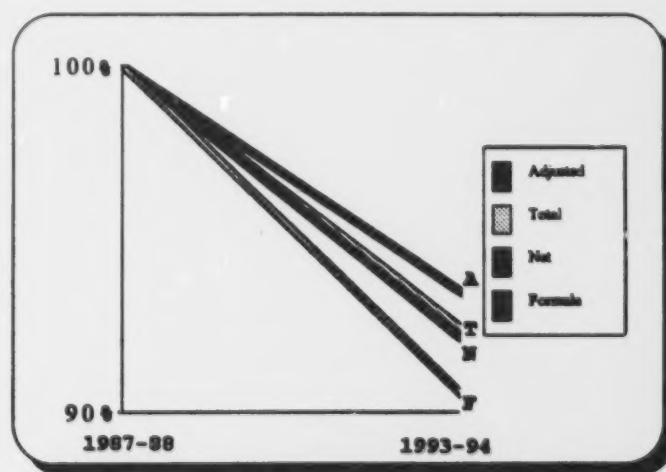
The review of the literature indicated that beginning in the early 1970's, several states downsized in response to declining enrollments. West Virginia experienced a declining enrollment during the same time period; however, during the 1970's the legislature did not want to decrease the number of personnel. Instead, the legislature wanted to increase the number of personnel to provide more services to students. Not until 1988, 1989 and 1990, did legislation initiate downsizing of personnel beyond that required by a declining adjusted enrollment (Senate Bill 14, 1988;

House Bill 2326, 1989; House Bill 101, 1990 and Senate Bill 8, 1990).

Based on the analysis of data presented in Table 3 and Table 4, school districts reduced total personnel from all funding sources at the same rate net enrollment declined, but faster than the decline in adjusted enrollment. However, personnel funded within the school aid formula downsized more rapidly than either net or adjusted enrollments.

Figure 3

Comparison of Decreases in Enrollments (Net and Adjusted) and Personnel (within Formula and from All Funding Sources) between School Years 1987-88 and 1993-94



The information in Figure 3 compares adjusted enrollment decrease of 6.66% to decreases in personnel from all funding sources of 7.71%, net enrollment of 8.02% and personnel permitted within the school aid formula of 9.63% between 1987-88 and 1993-94. The scale of Figure 3 is 90 to 100 rather than 0 to 100 to emphasize the amount of decrease. The personnel in the school aid formula downsizing faster than personnel from all funding sources indicates that funding sources other than the school aid formula have absorbed some of the personnel reduced within the formula. The school aid formula is written in such a way as to take all of the regular levy in support of the formula leaving the districts with little or no discretionary funds out of the regular levy. Most districts must live within the school aid formula because they either have no excess levy or the excess levy they do have is not available for additional personnel. The cost of the difference between the total number of personnel reduced and the number of personnel reduced in the school aid formula is usually paid from excess levy or federal funds.

Many district superintendents responded to the survey question concerning the influence of an excess levy on downsizing as follows:

"The levy has not been used for staffing."

"Low levy rate has not allowed any extra staff."

"We retained many services and staff members by passing the levy."

"The excess levy is not used to fund positions. Supplemental pay is affected but not positions."

The West Virginia Department of Education reported that 16 districts were in deficit at the end of the 1993-94 school year as compared to 5 districts in deficit at the end of the 1987-88 school year. Analysis of the data reveals the districts with deficits did not have an excess levy, had more personnel eligible for the formula than the formula funded or both.

The data in Table A-7, Table A-13 and Table A-15 reveal the number of professional educators allowed in the school aid formula came close to the minimum professional instructional personnel required. In some

districts, very little room was left in the school aid formula for professional non instructional personnel.

Summary of Findings--Research Question 1

To what extent was the work load redistributed to remaining staff members?

Based on the analysis of the data presented in Table 7, various categories of personnel decreased at least at the same rate as did enrollment presented in Table 3. All categories in Table 7, except teachers, decreased at a greater rate than enrollment. Because of this rapid decrease, it is apparent that the work load of the people no longer employed needed to be redistributed to remaining staff members. An analysis of the data and the survey of the superintendents and RESA directors revealed that work load shifted.

One district superintendent summarizes:

The central office has one specialist and a superintendent. A teacher contracts after school for Chapters I and II. The high school principal serves as attendance director. A secretary serves as food service

director 1/2 time and a secretary serves as supervisor of transportation. All cooks serve more meals than recommended. We subcontract 4 teaching positions and 1 service position with a college. And we still exceed the allotted positions of the formula in service by 8 and in professionals by 5. We seldom call substitute service staff for secretaries, custodians and maintenance.

Another district superintendent summarizes the shift in work load:

Our class sizes have increased--primarily in social studies and language arts at the 7 - 12 levels. Within central office, responsibilities have been shifted to remaining personnel to assure curriculum and student needs are met. Extra curricular contracts are given to teachers to do such activities as Math Field Day, Social Studies and Science Fairs to reduce burden level of C



& I (curriculum and instruction) staff. When determining if an activity must be kept or disposed - the effect upon children is always our determining factor.

Table 11

Comparison of Percentage of Decrease of Various Groupings of Personnel from All Funding Sources and Redistribution of Work Load

| <u>Personnel</u> | <u>Percent</u> |                                                                                                                |
|------------------|----------------|----------------------------------------------------------------------------------------------------------------|
|                  | <u>Change</u>  | <u>Redistribution of Work Load</u>                                                                             |
| Teachers         | -7.99          | More students in classes and some work load shift to student support personnel                                 |
| Principals       | -15.05         | Assistant principals work load shifted to principals and counselors                                            |
| Student Support  | 14.22          | This increase indicates the work load shifted to student support personnel                                     |
| Central Office   | -18.60         | Work load shifted to remaining personnel, teachers through extracurricular contracts, or by not doing the work |
| Pay Grade H      | -9.75          | Work load shifted to remaining personnel in the central office                                                 |
| Maintenance      | -11.74         | Work load shifted to remaining personnel in maintenance or was not being done.                                 |

As the data in Table 11 indicate, seldom did districts actually quit activities that were done prior to 1988. Instead, the work load in most situations was redistributed to remaining personnel.

The data and survey results must be considered with a comment from Colin Norman (1983) also quoted in Chapter 2, "If we are able to take our commitment to quality seriously, we will have to engage in fewer activities" (p.283).

#### Summary of Findings--Research Question 2

To what extent were the number and configuration of schools affected?

Based on the analysis of the data presented in Table 3 and Table 8, net enrollment declined 8.02% and the number of schools decreased 18.17%. The reduction in the number of schools was influenced to some extent by West Virginia School Building Authority's (SBA) economies of scale (SBA Policy 6200). The net enrollment presented in Table 3 compared to the number of schools in Table 8 results in an average of 303 students per school in school year 1987-88 and 341

students per school in school year 1993-94. In the process of reducing the number of schools, districts chose to increase the number of middle schools by 50% while decreasing the number of junior high schools 42.27%. Only special education schools decreased at an even more rapid rate of 48.39%.

When surveyed, one district superintendent commented "Three schools closed, but not all personnel transferred to larger schools. Change in configuration from K-6, and 7-8 to K-5 and 6-8 allowed for some reduction in staff." Another superintendent commented "We have reduced the number of schools by seven which has reduced the number of employees necessary to operate these schools significantly. This is particularly evident in the number of principals, secretaries, custodians, and cooks. A reduction in teachers was also realized but not as significantly."

### Summary of Findings--Research Question 3

To what extent were staffing patterns and assignments changed?

Based on the analysis of the data in Table 7, Table A-8 and Table A-11, survey results and interviews conducted with West Virginia Department of Education program administrators, it is apparent that school districts have reorganized staff and/or changed staff assignments in order to accommodate the reduction in staff experienced since 1987-88. Superintendents, RESA directors and program administrators all agree that more than 50% of the districts have reorganized and changed the work assignments in the central office and have changed the staffing patterns in the schools. Less than 50% of the districts have changed the work assignments in the schools.

New positions have been added since 1987-88. West Virginia Code has been changed to include supervisory aide, para professional, autism mentor and braille/sign language specialist. School districts added new

professional positions since 1987-88 of social worker, physical therapist and occupational therapist.

The largest decreases in service personnel were primarily in maintenance and mechanic positions as presented in Table A-11. Data in the same Table, indicate that key punch operators and programmers have decreased or disappeared while computer operators increased 144.86%.

One superintendent commenting on changes of staffing patterns responded on the survey as follows:

The Assistant Superintendents were reassigned to various areas. As reductions were mandated, principals made recommendations as to what positions could be combined or eliminated. Central office staff have been realigned under assistant superintendents and extra-curricular contracts were given to teachers to help with a variety of curriculum projects.

Another superintendent commented, "High school programs are being cut to give planning to elementary

teachers and lower pupil teacher ratio - also full day kindergarten has cut high school staff."

One superintendent summarized, "Everyone has had some aspect of their job affected - greater, expanded responsibilities or greater numbers to serve - with fewer providers."

#### Summary of Findings--Research Question 4

To what extent did downsizing affect academic and extra curricular programs?

Data presented in Table 9 enhance the data presented in Table 8 concerning the reconfiguration of schools from junior high 7-9 to middle schools 6-8 between school years 1987-88 and 1993-94. More K-6 teachers were identified in 1993-94 in departmental subject areas that had previously been taught by self-contained classroom teachers at the elementary level resulting in large increases in English/language arts, mathematics, science and social studies teachers. Smaller increases are noted in the numbers of teachers for art, health, physical education and reading. These teachers usually help provide planning periods for the



teachers in the self-contained classrooms at the elementary level. The number of special education teachers and music teachers decreased at both the elementary and secondary levels.

Data presented in Table 10 indicate that regardless of the downsizing effort of the legislature, at the secondary level greater emphasis has been placed on mathematics, 3.30% increase in teachers; reading, 16.43% increase in teachers; general science and chemistry, 2.75% increase in teachers and foreign language, 8.59% increase in teachers.

Based on the analysis of the survey responses, extra curricular programs were not affected in 49% of the districts. Only 20% of the districts offered the same extra curricular programs, but less often or offered fewer extra curricular programs.

Comments by district superintendents when responding to the survey were:

"After school programs have been eliminated. Split grades are required in one school."



"Some teachers are teaching 2 classes per period, 1 arranged, (making) more students per class. Driver education students (are) having to wait until Senior year for (a) class. No study halls now."

"With fewer staff we offer fewer programs. We have less electives and less extracurricular programs to offer."

"If extra curricular programs have been hurt, it is in the arts where teachers are not compensated. Low paying positions, such as cheerleader coach are harder to fill. With smaller staffs the number of academics and extra curricular programs have been reduced."

#### Conclusions

The data as analyzed by the researcher suggested the following conclusions:

1. A district's failure to reduce staff at the same rate as required by the school aid formula and/or to have an excess levy results in ending the fiscal year in deficit. Apparently, school district officials do not want to reduce the number of staff or believe they must have more

personnel to provide necessary services to children than the school aid formula allows even if it means they must incur a deficit.

2. The net enrollment cap on professional educators in the school aid formula is detrimental to the required minimum of 50 professional instructional personnel per 1000 students in adjusted enrollment. In districts with 24% or higher of net enrollment identified as special education students, the net enrollment cap for professional educators will be equal to or less than the minimum required for professional instructional personnel.

3. Other sections of WV Code influencing the number of personnel that must be employed by a district are in direct conflict with the school aid formula. Other sections of WV Code regulate the number of principals (WV Code 18A-2-9), the number of students per classroom at the elementary level (WV Code 18-5-18a), the number of school nurses (WV Code 18-5-22), Counseling services (WV

Code 18-5-18b), the dates by which employees may or may not be terminated (WV Code 18A-2-22) and so forth. When the Code regulates what a district must do, it is difficult for a district to employ only those allowed in the formula.

4. School district officials are redistributing the work load to remaining personnel, but are not deciding what activities can be eliminated. The data indicate reductions have taken place district wide. Work load of the personnel reduced in force has been given to remaining personnel. As the program administrators from the Department of Education, the district superintendents and RESA directors have said there is less staff but more work. Personnel are being organized with multiple responsibilities and several titles.

5. The average number of students per school, 341, was higher in school year 1993-94 than it was in 1987-88 which is still lower than the number of students per facility recommended by the School Building Authority for students in middle, junior

high or high school. SBA Policy 6200 presents the economies of scale as at least 450 students in grades 7-9, or 6-8 or at least 150 students per grade level. Economies of scale for high school is presented as a minimum of 600 students in grades 10-12 or at least 200 students per grade level (p. 5).

6. Staffing patterns have changed. Some changes in staffing patterns are due to other legislation enacted in 1988, 1989 and 1990. There are fewer district level and school level administrators.

Other legislation required that reduction in force had to begin with assistant principals and central office personnel first (WV Code 18-9A-5a). New positions were added to the code and the definition of professional instructional personnel was changed to include school nurses, school psychologists and attendance directors (WV Code 18-9A-2).

7. Maintenance of facilities are suffering as a result of the large reduction of maintenance

personnel. Service personnel from all funding sources decreased at a rate of 7.73% as compared to the decrease of 11.74% of maintenance personnel. Observation of district superintendents have indicated that maintenance personnel have been reduced and fewer people are caring for the facilities.

8. The emphasis in school year 1993-94 on the basics--reading, mathematics, science, language arts and social studies is greater than the emphasis in school year 1987-88. During interviews, program administrators in reading, mathematics and science indicated that schools were offering more courses in these areas. Data presented in Table 9 and Table 10 identified more teachers in the same areas.

9. Reductions were made in the number of teachers and offerings of academic courses; however, there was very little change in extra curricular offerings. Data were not available concerning extra curricular offerings. The

majority of the superintendents and RESA directors responding to the survey indicated there was little change in extra curricular offerings.

10. The number of junior high schools decreased 42.27% and elementary schools decreased 20.88% while the number of middle schools increased by 50%. This reconfiguration was a result of a combination of downsizing and the emphasis placed on middle schools by the West Virginia Department of Education. This reconfiguration also assists in explaining the increase in the number of teachers that can be identified by subject area in kindergarten through sixth grade.

#### Recommendations for Action

As a result of reviewing and analyzing the data and responses to the survey and interview questions, and as a result of reaching the conclusions listed prior to this section, recommendations are offered for consideration by the West Virginia Legislature, West Virginia Department of Education, local West Virginia



school boards of education, West Virginia school personnel associations and for future research.

West Virginia Legislature

The following recommendations are suggested for consideration by the West Virginia Senate and House of Delegates:

1. Adjust the school aid formula to one cap on professional personnel and one cap on service personnel. The cap established must be able to accommodate the needs of the students.

Consideration must also be given to making the caps on professional and service personnel compatible. Currently, to maximize the adjusted enrollment against net enrollment, a differing adjusted enrollment is needed for professional personnel than is needed for service personnel.

2. Adjust the relationship between the minimum required for professional instructional personnel and the maximum allowed for professional educators. Currently, the minimum required for professional instructional personnel in many



districts is very close to the maximum number of professional educators allowed.

3. Revise all WV Code sections related to personnel and the school aid formula to be compatible with each other and the funds available at the local level and through the school aid formula.

West Virginia Department of Education

The following recommendations are suggested for consideration by the West Virginia Department of Education:

1. Provide technical assistance to districts in programmatic areas in which curriculum specialists are no longer available at the district level.
2. Revise policies in such a way as to provide maximum flexibility to the district in meeting the needs of students. For example the policy requiring a certain number of aides for kindergarten could be revised.

#### Local School Districts

The following recommendations are suggested for consideration by the local school districts:

1. Determine what activities can be eliminated and what activities must be added or continued.
2. Determine ways to utilize facilities more efficiently.

#### West Virginia School Personnel Associations

The following recommendations are suggested for consideration by school personnel associations in West Virginia:

1. Consider the benefit to students when making personnel requests.
2. Consider the fiscal resources available when making personnel requests.

#### Recommendations for Future Research

The following recommendations are suggested for future research:

1. Review and analyze the sections of WV Code relating to the school aid formula and personnel

requirements to determine the areas of conflict and potential impact.

2. Study the needs of the students to determine the number and type of personnel needed to meet those needs.

3. Review and analyze the deficits incurred by school districts to determine why districts are going into deficit.

4. Determine the characteristics of an efficient school system.

5. Determine the impact experienced in other states caused by downsizing.

6. Determine the impact of downsizing on students, learning and the academic program in West Virginia and in other states.

#### Insights of the Researcher

As data were reviewed and analyzed for this research project, other insights became apparent to the researcher. Those insights are provided for the reader's interest.

### Insight 1

The WV Code which directed how downsizing would take place has left West Virginia with a more senior staff and a better educated professional staff. As a result the average salary for professional educators, teachers and service personnel has increased over the past several years partially in response to the increased number of years of experience and advanced degrees in education. Salary increases were also provided by the WV Legislature. Within the next few years, large numbers of school personnel will be eligible to retire. When they retire, the average salary for professional educators, teachers and service personnel will decrease dramatically, dropping West Virginia closer to the bottom in the national ranking.

This decrease in the average salary will not benefit the districts since funding in the school aid formula is based on actual year old salary costs. In all probability the decreased average salary will benefit the school employee. It is probable that this would be a time school personnel associations will

approach the legislature for salary increases to move the average salary in West Virginia closer to the national average salary.

### Insight 2

The West Virginia Legislature revised the school aid formula by adjusting the professional instructional personnel minimum requirement from 49 to 50 per 1000 students in adjusted enrollment. At the same time a decreasing net enrollment cap of 76.5 to 74 professional educators per 1000 students in net enrollment was established and the adjusted enrollment cap was revised to decrease from 55 to 53.5 professional educators per 1000 students in adjusted enrollment. With the 1994-95 school year the decrease in the net enrollment cap stops at 74 professional educators per 1000 students in net enrollment.

The school aid formula works in such a way that it funds whichever is lower of the net enrollment cap and the adjusted enrollment cap. At the same time the school aid formula penalizes a district if it does not maintain the minimum requirement of 50 professional

instructional personnel per 1000 students in net enrollment. If a school district has identified too many children with special education needs, the school aid formula would require the district to have more professional instructional personnel than professional educators allowed in the formula for funding. This phenomena could cause some districts to consider not reporting all the children eligible for extra weighting in adjusted enrollment. If a district has identified 20% or more of the net enrollment as special education and has employed only what is allowed in the formula, then the district will probably be penalized for not maintaining 50 professional instructional personnel per 1000 students in adjusted enrollment.



Table 12

Comparison of Professional Educator Net Enrollment Cap,  
Adjusted Enrollment Cap and Required Professional  
Instructional Personnel If Special Education is 25% of  
Net Enrollment

| Enrollment Caps       | Students Enrolled | Prof. Ed. Allowed | Prof. Inst. Required | Formula Funded |
|-----------------------|-------------------|-------------------|----------------------|----------------|
| Adjusted<br>53.5/1000 | 1,500.00          | 80.25             | 75.00                |                |
| Net<br>74.0/1000      | 1,000.00          | 74.00             |                      | 74.00          |

The example in table 12 presents net enrollment as 1000 and 250 of those students are receiving special education services making the adjusted enrollment 1500. Special Education enrollment is 25% of net enrollment. The percentage has been made deliberately higher to demonstrate the interaction of the caps and minimum requirements. The example demonstrates that the formula would fund only 74 professional educators; however, the district would be required to have 75 professional instructional personnel.



In retrospect, the school districts of West Virginia and the West Virginia Legislature must take a hard look at what it takes to efficiently operate a school system. When someone decides the number and types of personnel needed, then legislators will need to make some difficult decisions on how to adjust the formula to meet those needs. They will also need to study the relationship of the formula to the personnel and/or staffing laws that are currently on the books.

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APPENDIX A  
INDIVIDUAL DISTRICT DATA

-120-

Table A-1  
Comparison of Number of Students (Net Enrollment) per District  
between School Years 1987-88 and 1993-94

| District   | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|------------|------------------------|------------------------|-----------------------|-------------------|
| Barbour    | 3,080.00               | 2,813.88               | -266.12               | -8.64             |
| Berkeley   | 9,543.00               | 10,736.27              | 1,193.27              | 12.50             |
| Boone      | 6,108.00               | 5,131.91               | -976.09               | -15.98            |
| Braxton    | 2,872.00               | 2,692.22               | -179.78               | -6.26             |
| Brooke     | 4,695.00               | 4,217.85               | -477.15               | -10.16            |
| Cabell     | 15,374.00              | 13,897.95              | -1,476.05             | -9.60             |
| Calhoun    | 1,712.00               | 1,707.12               | -4.88                 | -0.29             |
| Clay       | 2,417.00               | 2,236.00               | -181.00               | -7.49             |
| Doddridge  | 1,367.00               | 1,402.59               | 35.59                 | 2.60              |
| Fayette    | 10,227.00              | 8,828.02               | -1,398.98             | -13.68            |
| Gilmer     | 1,355.00               | 1,278.82               | -76.18                | -5.62             |
| Grant      | 2,047.00               | 1,923.13               | -123.87               | -6.05             |
| Greenbrier | 6,335.00               | 5,906.00               | -429.00               | -6.77             |
| Hampshire  | 2,836.00               | 3,156.07               | 320.07                | 11.29             |
| Hancock    | 5,985.00               | 5,132.56               | -852.44               | -14.24            |
| Hardy      | 1,821.00               | 1,918.37               | 97.37                 | 5.35              |
| Harrison   | 12,605.00              | 11,949.17              | -655.83               | -5.20             |
| Jackson    | 5,197.00               | 5,189.54               | -7.46                 | -0.14             |
| Jefferson  | 6,043.00               | 6,261.83               | 218.83                | 3.62              |
| Kanawha    | 35,102.00              | 32,400.46              | -2,701.54             | -7.70             |
| Lewis      | 3,230.00               | 2,950.45               | -279.55               | -8.65             |
| Lincoln    | 4,998.00               | 4,464.79               | -533.21               | -10.67            |
| Logan      | 10,452.00              | 8,372.98               | -2,079.02             | -19.89            |
| Marion     | 9,672.00               | 8,856.56               | -815.44               | -8.43             |
| Marshall   | 6,610.00               | 5,913.50               | -696.50               | -10.54            |
| Mason      | 4,872.00               | 4,620.98               | -251.02               | -5.15             |
| Meigs      | 12,345.00              | 10,231.74              | -2,113.26             | -17.12            |
| Mineral    | 4,809.00               | 4,658.98               | -150.02               | -3.12             |
| Mingo      | 8,795.00               | 7,082.67               | -1,712.33             | -19.47            |
| Monongalia | 9,844.00               | 9,862.85               | 18.85                 | 0.19              |

Table A-1  
Comparison of Number of Students (Net Enrollment) per District  
between School Years 1987-88 and 1993-94

| District           | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|--------------------|------------------------|------------------------|-----------------------|-------------------|
| Monroe             | 2,127.00               | 1,999.61               | -127.39               | -5.99             |
| Morgan             | 2,075.00               | 2,162.00               | 87.00                 | 4.19              |
| McDowell           | 9,243.00               | 6,885.83               | -2,357.17             | -25.50            |
| Nicholas           | 5,372.00               | 5,159.19               | -212.81               | -3.96             |
| Ohio               | 6,495.00               | 6,267.50               | -227.50               | -3.50             |
| Pendleton          | 1,392.00               | 1,439.56               | 47.56                 | 3.42              |
| Pleasant           | 1,478.00               | 1,478.59               | 0.59                  | 0.04              |
| Pocahontas         | 1,565.00               | 1,533.00               | -32.00                | -2.04             |
| Preston            | 5,916.00               | 5,327.63               | -588.37               | -9.95             |
| Putnam             | 7,825.00               | 8,269.48               | 444.48                | 5.68              |
| Raleigh            | 15,649.00              | 13,702.67              | -1,946.33             | -12.44            |
| Randolph           | 4,894.00               | 4,811.59               | -82.41                | -1.68             |
| Ritchie            | 1,899.00               | 1,870.00               | -29.00                | -1.53             |
| Roane              | 3,143.00               | 3,047.96               | -95.04                | -3.02             |
| Summers            | 2,345.00               | 1,991.17               | -353.83               | -15.09            |
| Taylor             | 2,920.00               | 2,765.77               | -154.23               | -5.28             |
| Tucker             | 1,443.00               | 1,391.22               | -51.78                | -3.59             |
| Tyler              | 2,017.00               | 1,695.86               | -321.14               | -15.92            |
| Upshur             | 4,481.00               | 4,229.39               | -251.61               | -5.62             |
| Wayne              | 8,849.00               | 7,858.11               | -990.89               | -11.20            |
| Webster            | 2,468.00               | 2,061.72               | -406.28               | -16.46            |
| Wetzel             | 3,958.00               | 3,628.83               | -329.17               | -8.32             |
| Wirt               | 1,041.00               | 1,146.00               | 105.00                | 10.09             |
| Wood               | 15,416.00              | 14,577.00              | -839.00               | -5.44             |
| Wyoming            | <u>7,603.00</u>        | <u>6,072.50</u>        | <u>-1,530.50</u>      | <u>-20.13</u>     |
| Total <sup>1</sup> | 333,962.00             | 307,167.44             | -26,794.56            | -8.02             |

<sup>1</sup> Data Source: West Virginia Department of Education  
1993-94 enrollment includes 726.64 FTE adults attending the regular  
daytime program. Adults were not included in 1987-88.



Table A-2  
Comparison of Number of Students (Adjusted Enrollment) per District  
between School Years 1987-88 and 1993-94

| District   | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|------------|------------------------|------------------------|-----------------------|-------------------|
| Barbour    | 4,030.00               | 3,800.88               | -229.12               | -3.69             |
| Berkeley   | 12,479.00              | 14,025.27              | 1,546.27              | 12.39             |
| Boone      | 7,470.00               | 6,887.91               | -582.09               | -7.79             |
| Braxton    | 4,274.00               | 3,731.22               | -542.78               | -12.70            |
| Brooke     | 6,565.00               | 5,652.85               | -912.15               | -13.89            |
| Cabell     | 20,836.00              | 19,431.95              | -1,404.05             | -6.74             |
| Calhoun    | 2,570.00               | 2,395.12               | -174.88               | -6.80             |
| Clay       | 3,059.00               | 3,011.00               | -48.00                | -1.57             |
| Doddridge  | 1,905.00               | 1,985.59               | 80.59                 | 4.23              |
| Fayette    | 12,793.00              | 11,286.02              | -1,506.98             | -11.78            |
| Gilmer     | 1,873.00               | 1,847.82               | -25.18                | -1.34             |
| Grant      | 2,713.00               | 2,563.13               | -149.87               | -5.52             |
| Greenbrier | 8,273.00               | 7,354.00               | -919.00               | -11.11            |
| Hampshire  | 3,768.00               | 4,311.07               | 543.07                | 14.41             |
| Hancock    | 7,275.00               | 6,513.56               | -761.44               | -10.47            |
| Hardy      | 2,549.00               | 2,693.37               | 144.37                | 5.66              |
| Harrison   | 16,799.00              | 16,523.17              | -275.83               | -1.64             |
| Jackson    | 7,177.00               | 7,093.54               | -83.46                | -1.16             |
| Jefferson  | 7,739.00               | 8,375.83               | 636.83                | 8.23              |
| Kanawha    | 46,602.00              | 43,347.46              | -3,254.54             | -6.98             |
| Lewis      | 4,352.00               | 4,188.45               | -163.55               | -3.76             |
| Lincoln    | 6,558.00               | 6,218.79               | -339.21               | -5.17             |
| Logan      | 12,498.00              | 10,814.98              | -1,683.02             | -13.47            |
| Marion     | 13,194.00              | 11,547.56              | -1,646.44             | -12.48            |
| Marshall   | 9,044.00               | 8,136.50               | -907.50               | -10.03            |
| Mason      | 6,348.00               | 6,563.98               | 215.98                | 3.40              |
| Mercer     | 16,545.00              | 13,672.74              | -2,872.26             | -17.36            |
| Mineral    | 7,101.00               | 6,423.98               | -677.02               | -9.53             |
| Mingo      | 10,449.00              | 9,012.67               | -1,436.33             | -13.75            |
| Monongalia | 13,010.00              | 12,919.85              | -90.15                | -0.69             |

Table A-2  
Comparison of Number of Students (Adjusted Enrollment) per District  
between School Years 1987-88 and 1993-94

| District           | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|--------------------|------------------------|------------------------|-----------------------|-------------------|
| Monroe             | 3,027.00               | 2,641.61               | -385.39               | -12.73            |
| Morgan             | 2,879.00               | 2,870.00               | -9.00                 | -0.31             |
| McDowell           | 11,885.00              | 9,455.83               | -2,429.17             | -20.44            |
| Nicholas           | 7,418.00               | 7,093.19               | -324.81               | -4.38             |
| Ohio               | 9,157.00               | 8,257.50               | -899.50               | -9.82             |
| Pendleton          | 2,158.00               | 1,983.56               | -174.44               | -8.08             |
| Pleasants          | 1,900.00               | 2,025.59               | 125.59                | 6.61              |
| Pocahontas         | 2,215.00               | 2,080.00               | -135.00               | -6.09             |
| Preston            | 8,056.00               | 7,627.63               | -428.37               | -5.32             |
| Putnam             | 9,929.00               | 11,174.48              | 1,245.48              | 12.54             |
| Raleigh            | 18,931.00              | 17,970.67              | -960.33               | -5.07             |
| Randolph           | 6,980.00               | 6,622.59               | -357.41               | -5.12             |
| Ritchie            | 2,489.00               | 2,604.00               | 115.00                | 4.62              |
| Roane              | 4,541.00               | 4,189.96               | -351.04               | -7.73             |
| Summers            | 3,189.00               | 2,784.17               | -404.83               | -12.69            |
| Taylor             | 4,010.00               | 3,812.77               | -197.23               | -4.92             |
| Tucker             | 2,045.00               | 1,907.22               | -137.78               | -6.74             |
| Tyler              | 2,801.00               | 2,463.86               | -337.14               | -12.04            |
| Upshur             | 5,893.00               | 5,680.39               | -212.61               | -3.61             |
| Wayne              | 11,039.00              | 10,457.11              | -581.89               | -5.27             |
| Webster            | 3,384.00               | 2,764.72               | -619.28               | -18.30            |
| Wetzel             | 5,384.00               | 4,976.83               | -407.17               | -7.56             |
| Wirt               | 1,443.00               | 1,558.00               | 115.00                | 7.97              |
| Wood               | 22,050.00              | 19,496.00              | -2,554.00             | -11.58            |
| Wyoming            | <u>2,525.00</u>        | <u>7,898.50</u>        | <u>-1,626.50</u>      | <u>-17.08</u>     |
| Total <sup>1</sup> | 442,176.00             | 412,726.44             | -29,449.56            | -6.66             |

<sup>1</sup> Data Source: West Virginia Department of Education  
1993-94 enrollment includes 726.64 FTE adults attending the regular  
daytime program. Adults were not included in 1987-88.

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Table A-3  
Comparison of Number of Schools per District  
between School Years 1987-88 and 1993-94

| District   | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|------------|------------------------|------------------------|-----------------------|-------------------|
| Barbour    | 12.00                  | 10.00                  | -2.00                 | -16.67            |
| Berkeley   | 24.00                  | 27.00                  | 3.00                  | 12.50             |
| Boone      | 24.00                  | 19.00                  | -5.00                 | -20.83            |
| Braxton    | 9.00                   | 8.00                   | -1.00                 | -11.11            |
| Brooke     | 15.00                  | 14.00                  | -1.00                 | -6.67             |
| Cabell     | 45.00                  | 35.00                  | -10.00                | -22.22            |
| Calhoun    | 6.00                   | 6.00                   | 0.00                  | 0.00              |
| Clay       | 10.00                  | 7.00                   | -3.00                 | -30.00            |
| Doddridge  | 11.00                  | 6.00                   | -5.00                 | -45.45            |
| Fayette    | 43.00                  | 35.00                  | -8.00                 | -18.60            |
| Gilmer     | 7.00                   | 5.00                   | -2.00                 | -28.57            |
| Grant      | 7.00                   | 7.00                   | 0.00                  | 0.00              |
| Greenbrier | 20.00                  | 13.00                  | -7.00                 | -35.00            |
| Hampshire  | 13.00                  | 10.00                  | -3.00                 | -23.08            |
| Hancock    | 17.00                  | 13.00                  | -4.00                 | -23.53            |
| Hardy      | 5.00                   | 4.00                   | -1.00                 | -20.00            |
| Harrison   | 45.00                  | 30.00                  | -15.00                | -33.33            |
| Jackson    | 13.00                  | 13.00                  | 0.00                  | 0.00              |
| Jefferson  | 13.00                  | 14.00                  | 1.00                  | 7.69              |
| Kanawha    | 114.00                 | 88.00                  | -26.00                | -22.81            |
| Lewis      | 11.00                  | 9.00                   | -2.00                 | -18.18            |
| Lincoln    | 21.00                  | 17.00                  | -4.00                 | -19.05            |
| Logan      | 36.00                  | 29.00                  | -7.00                 | -19.44            |
| Marion     | 28.00                  | 24.00                  | -4.00                 | -14.29            |
| Marshall   | 17.00                  | 16.00                  | -1.00                 | -5.88             |
| Mason      | 20.00                  | 14.00                  | -6.00                 | -30.00            |
| Mercer     | 37.00                  | 34.00                  | -3.00                 | -8.11             |
| Mineral    | 15.00                  | 14.00                  | -1.00                 | -6.67             |
| Mingo      | 32.00                  | 27.00                  | -5.00                 | -15.63            |
| Monongalia | 42.00                  | 35.00                  | -7.00                 | -16.67            |

Table A-3  
Comparison of Number of Schools per District  
between School Years 1987-88 and 1993-94

| District           | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|--------------------|------------------------|------------------------|-----------------------|-------------------|
| Monroe             | 8.00                   | 7.00                   | -1.00                 | -12.50            |
| Morgan             | 8.00                   | 8.00                   | 0.00                  | 0.00              |
| McDowell           | 25.00                  | 21.00                  | -4.00                 | -16.00            |
| Nicholas           | 24.00                  | 19.00                  | -5.00                 | -20.83            |
| Ohio               | 19.00                  | 16.00                  | -3.00                 | -15.79            |
| Pendleton          | 6.00                   | 6.00                   | 0.00                  | 0.00              |
| Pleasants          | 6.00                   | 5.00                   | -1.00                 | -16.67            |
| Pocahontas         | 6.00                   | 5.00                   | -1.00                 | -16.67            |
| Preston            | 18.00                  | 13.00                  | -5.00                 | -27.78            |
| Putnam             | 24.00                  | 22.00                  | -2.00                 | -8.33             |
| Raleigh            | 48.00                  | 38.00                  | -10.00                | -20.83            |
| Randolph           | 17.00                  | 16.00                  | -1.00                 | -5.88             |
| Ritchie            | 8.00                   | 8.00                   | 0.00                  | 0.00              |
| Roane              | 9.00                   | 7.00                   | -2.00                 | -22.22            |
| Summers            | 10.00                  | 7.00                   | -3.00                 | -30.00            |
| Taylor             | 10.00                  | 7.00                   | -3.00                 | -30.00            |
| Tucker             | 5.00                   | 5.00                   | 0.00                  | 0.00              |
| Tyler              | 7.00                   | 4.00                   | -3.00                 | -42.86            |
| Upshur             | 15.00                  | 13.00                  | -2.00                 | -13.33            |
| Wayne              | 28.00                  | 24.00                  | -4.00                 | -14.29            |
| Webster            | 5.00                   | 5.00                   | 0.00                  | 0.00              |
| Wetzel             | 9.00                   | 9.00                   | 0.00                  | 0.00              |
| Wirt               | 3.00                   | 3.00                   | 0.00                  | 0.00              |
| Wood               | 45.00                  | 31.00                  | -14.00                | -31.11            |
| Wyoming            | <u>26.00</u>           | <u>19.00</u>           | <u>-7.00</u>          | <u>-26.92</u>     |
| Total <sup>1</sup> | 1,101.00               | 901.00                 | -200.00               | -18.17            |

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Data Source: West Virginia Department of Education

Table A-4  
Comparison of Total Number of Employees from All Funding Sources per District  
between School Years 1987-88 and 1993-94

| District   | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|------------|------------------------|------------------------|-----------------------|-------------------|
| Barbour    | 375.03                 | 345.50                 | -29.53                | -7.87             |
| Berkeley   | 1,181.73               | 1,343.28               | 161.55                | 13.67             |
| Boone      | 744.00                 | 661.50                 | -82.50                | -11.09            |
| Braxton    | 404.10                 | 343.09                 | -61.01                | -15.10            |
| Brooke     | 595.55                 | 498.52                 | -97.03                | -16.29            |
| Cabell     | 1,880.96               | 1,794.21               | -86.75                | -4.61             |
| Calhoun    | 241.66                 | 221.50                 | -20.16                | -8.34             |
| Clay       | 296.00                 | 292.08                 | -3.92                 | -1.32             |
| Doddridge  | 199.00                 | 188.00                 | -11.00                | -5.53             |
| Fayette    | 1,189.36               | 1,061.60               | -127.76               | -10.74            |
| Gilmer     | 188.88                 | 162.49                 | -26.39                | -13.97            |
| Grant      | 268.39                 | 249.38                 | -19.01                | -7.08             |
| Greenbrier | 757.81                 | 709.50                 | -48.31                | -6.37             |
| Hampshire  | 358.02                 | 374.99                 | 16.97                 | 4.74              |
| Hancock    | 652.50                 | 591.80                 | -60.70                | -9.30             |
| Hardy      | 240.50                 | 226.37                 | -14.13                | -5.88             |
| Harrison   | 1,541.13               | 1,475.34               | -65.79                | -4.27             |
| Jackson    | 648.10                 | 631.30                 | -16.80                | -2.59             |
| Jefferson  | 677.00                 | 738.00                 | 61.00                 | 9.01              |
| Kanawha    | 4,354.50               | 3,953.00               | -401.50               | -9.22             |
| Lewis      | 406.00                 | 386.50                 | -19.50                | -4.80             |
| Lincoln    | 650.22                 | 591.00                 | -59.22                | -9.11             |
| Logan      | 1,245.50               | 1,050.50               | -195.00               | -15.66            |
| Marion     | 1,198.43               | 1,116.60               | -81.83                | -6.83             |
| Marshall   | 814.00                 | 723.00                 | -91.00                | -11.18            |
| Mason      | 606.50                 | 581.50                 | -25.00                | -4.12             |
| Mercer     | 1,596.00               | 1,289.00               | -307.00               | -19.24            |
| Mineral    | 647.00                 | 580.68                 | -66.32                | -10.25            |
| Mingo      | 992.00                 | 933.50                 | -58.50                | -5.88             |
| Monongalia | 1,175.77               | 1,150.91               | -24.86                | -2.11             |

Table A-4  
Comparison of Total Number of Employees from All Funding Sources per District  
between School Years 1987-88 and 1993-94

| District           | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|--------------------|------------------------|------------------------|-----------------------|-------------------|
| Monroe             | 290.45                 | 260.00                 | -30.45                | -10.48            |
| Morgan             | 256.27                 | 257.69                 | 1.42                  | 0.55              |
| McDowell           | 1,205.00               | 935.50                 | -269.50               | -22.37            |
| Nicholas           | 690.36                 | 648.95                 | -41.61                | -6.03             |
| Ohio               | 830.45                 | 777.70                 | -52.75                | -6.35             |
| Pendleton          | 200.50                 | 188.00                 | -12.50                | -6.23             |
| Pleasants          | 215.00                 | 204.50                 | -10.50                | -4.88             |
| Pocahontas         | 223.51                 | 207.34                 | -16.17                | -7.23             |
| Preston            | 760.07                 | 698.74                 | -61.33                | -8.07             |
| Putnam             | 899.50                 | 955.00                 | 55.50                 | 6.17              |
| Raleigh            | 1,803.00               | 1,696.19               | -106.81               | -5.92             |
| Randolph           | 684.50                 | 593.50                 | -91.00                | -13.29            |
| Ritchie            | 236.50                 | 246.99                 | 10.49                 | 4.44              |
| Roane              | 384.40                 | 372.40                 | -12.00                | -3.12             |
| Summers            | 302.44                 | 254.04                 | -48.40                | -16.00            |
| Taylor             | 380.50                 | 344.00                 | -36.50                | -9.59             |
| Tucker             | 193.00                 | 175.00                 | -18.00                | -9.33             |
| Tyler              | 255.00                 | 219.00                 | -36.00                | -14.12            |
| Upshur             | 553.60                 | 522.86                 | -30.74                | -5.55             |
| Wayne              | 1,060.40               | 963.70                 | -96.70                | -9.12             |
| Webster            | 325.60                 | 273.41                 | -52.19                | -16.03            |
| Wetzel             | 487.95                 | 432.51                 | -55.44                | -11.36            |
| Wirt               | 135.50                 | 134.50                 | -1.00                 | -0.74             |
| Wood               | 1,994.50               | 1,840.50               | -154.00               | -7.72             |
| Wyoming            | <u>921.50</u>          | <u>734.98</u>          | <u>-186.52</u>        | <u>-20.24</u>     |
| Total <sup>1</sup> | 41,415.34              | 38,221.64              | -3,193.70             | -7.71             |

Data Source: West Virginia Department of Education

Table A-5  
Comparison of Number of Total Personnel Allowed in Formula per District  
between School Years 1987-88 and 1993-94

| District   | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|------------|------------------------|------------------------|-----------------------|-------------------|
| Barbour    | 365.406                | 324.438                | -40.968               | -11.212           |
| Berkeley   | 1,054.177              | 1,201.235              | 147.058               | 13.950            |
| Boone      | 689.382                | 610.165                | -79.217               | -11.491           |
| Braxton    | 385.134                | 310.202                | -74.932               | -19.456           |
| Brooke     | 595.844                | 489.500                | -106.344              | -17.848           |
| Cabell     | 1,840.385              | 1,670.610              | -169.775              | -9.225            |
| Calhoun    | 235.240                | 205.145                | -30.095               | -12.793           |
| Clay       | 264.752                | 261.856                | -2.896                | -1.094            |
| Doddridge  | 163.679                | 156.442                | -7.237                | -4.421            |
| Fayette    | 1,139.675              | 1,000.067              | -139.608              | -12.30            |
| Gilmer     | 167.685                | 147.538                | -20.147               | -12.015           |
| Grant      | 247.713                | 226.126                | -21.587               | -8.715            |
| Greenbrier | 723.130                | 639.336                | -83.594               | -11.560           |
| Hampshire  | 327.311                | 332.435                | 25.124                | 7.676             |
| Hancock    | 633.664                | 574.470                | -59.194               | -9.342            |
| Hardy      | 221.457                | 216.135                | -5.322                | -2.403            |
| Harrison   | 1,487.263              | 1,418.509              | -68.754               | -4.623            |
| Jackson    | 638.361                | 611.580                | -26.781               | -4.195            |
| Jefferson  | 639.289                | 710.553                | 71.264                | 11.147            |
| Kanawha    | 4,147.882              | 3,736.790              | -411.092              | -9.911            |
| Lewis      | 389.098                | 344.820                | -44.278               | -11.380           |
| Lincoln    | 593.724                | 538.888                | -54.836               | -9.236            |
| Logan      | 1,141.786              | 976.533                | -165.253              | -14.473           |
| Marion     | 1,165.082              | 1,023.708              | -141.374              | -12.134           |
| Marshall   | 815.282                | 699.260                | -116.022              | -14.231           |
| Mason      | 564.488                | 547.743                | -16.745               | -2.966            |
| Mercer     | 1,489.240              | 1,216.803              | -272.437              | -18.294           |
| Mineral    | 633.228                | 545.322                | -87.906               | -13.882           |
| Mingo      | 919.642                | 813.651                | -105.991              | -11.525           |
| Monongalia | 1,160.203              | 1,107.943              | -52.260               | -4.504            |



Table A-5  
Comparison of Number of Total Personnel Allowed in Formula per District  
between School Years 1987-88 and 1993-94

| District           | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|--------------------|------------------------|------------------------|-----------------------|-------------------|
| Monroe             | 270.204                | 228.998                | -41.206               | -15.250           |
| Morgan             | 247.373                | 245.592                | -1.781                | -0.720            |
| McDowell           | 1,086.334              | 828.878                | -257.456              | -23.700           |
| Nicholas           | 647.945                | 598.295                | -49.650               | -7.663            |
| Ohio               | 802.935                | 706.022                | -96.913               | -12.070           |
| Pendleton          | 189.704                | 163.603                | -26.101               | -13.759           |
| Pleasants          | 188.042                | 180.178                | -7.864                | -4.182            |
| Pocahontas         | 204.260                | 175.291                | -28.969               | -14.182           |
| Preston            | 726.367                | 648.040                | -78.327               | -10.783           |
| Putnam             | 871.342                | 931.479                | 60.137                | 6.902             |
| Raleigh            | 1,699.048              | 1,578.670              | -120.378              | -7.085            |
| Randolph           | 658.313                | 556.056                | -102.257              | -15.533           |
| Ritchie            | 228.484                | 215.773                | -12.711               | -5.563            |
| Roane              | 367.573                | 349.364                | -18.209               | -4.954            |
| Summers            | 286.140                | 243.801                | -42.339               | -14.797           |
| Taylor             | 365.785                | 320.938                | -44.847               | -12.260           |
| Tucker             | 184.942                | 163.101                | -21.841               | -11.810           |
| Tyler              | 253.204                | 207.068                | -46.136               | -18.221           |
| Upshur             | 542.320                | 499.448                | -42.872               | -7.905            |
| Wayne              | 979.870                | 899.851                | -80.019               | -8.166            |
| Webster            | 295.836                | 240.823                | -55.013               | -18.596           |
| Wetzel             | 475.803                | 421.006                | -54.797               | -11.517           |
| Wirt               | 131.186                | 128.166                | -3.020                | -2.302            |
| Wood               | 1,968.821              | 1,693.470              | -275.351              | -13.986           |
| Wyoming            | <u>885.194</u>         | <u>701.140</u>         | <u>-184.054</u>       | <u>-20.793</u>    |
| Total <sup>1</sup> | 39,396.227             | 35,603.054             | -3,793.173            | -9.628            |

<sup>1</sup> Data Source: West Virginia Department of Education

Table A-6  
Comparison of Number of Professional Educators from All Funding Sources per District  
between School Years 1987-88 and 1993-94

| District   | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|------------|------------------------|------------------------|-----------------------|-------------------|
| Barbour    | 233.000                | 218.500                | -14.500               | -6.223            |
| Berkeley   | 768.730                | 834.280                | 65.550                | 8.527             |
| Boone      | 464.000                | 430.000                | -34.000               | -7.328            |
| Braxton    | 261.500                | 222.500                | -39.000               | -14.914           |
| Brooke     | 385.000                | 327.000                | -58.000               | -15.065           |
| Cabell     | 1,243.460              | 1,173.700              | -71.760               | -5.762            |
| Calhoun    | 156.160                | 139.000                | -17.160               | -10.989           |
| Clay       | 169.500                | 168.080                | -1.420                | -0.838            |
| Doddridge  | 111.500                | 113.000                | 1.500                 | 1.345             |
| Fayette    | 765.860                | 675.600                | -90.260               | -11.785           |
| Gilmer     | 112.380                | 100.990                | -11.390               | -10.135           |
| Grant      | 164.000                | 147.400                | -16.600               | -10.122           |
| Greenbrier | 488.800                | 442.000                | -46.800               | -9.574            |
| Hampshire  | 220.000                | 235.480                | 15.480                | 7.036             |
| Hancock    | 435.000                | 378.500                | -56.500               | -12.989           |
| Hardy      | 148.500                | 145.350                | -3.150                | -2.121            |
| Harrison   | 1,013.110              | 959.340                | -53.770               | -5.307            |
| Jackson    | 418.100                | 403.800                | -14.300               | -3.420            |
| Jefferson  | 443.000                | 474.500                | 31.500                | 7.111             |
| Kanawha    | 2,830.000              | 2,566.500              | -263.500              | -9.311            |
| Lewis      | 257.000                | 244.500                | -12.500               | -4.864            |
| Lincoln    | 397.670                | 362.000                | -35.670               | -8.970            |
| Logan      | 750.000                | 641.990                | -108.010              | -14.401           |
| Marion     | 779.900                | 716.600                | -63.300               | -8.116            |
| Marshall   | 535.000                | 467.500                | -67.500               | -12.617           |
| Mason      | 377.000                | 373.500                | -3.500                | -0.928            |
| Mercer     | 1,004.500              | 818.000                | -186.500              | -18.566           |
| Mineral    | 408.500                | 370.670                | -37.830               | -9.261            |
| Mingo      | 609.000                | 603.000                | -6.000                | -0.985            |
| Monongalia | 763.770                | 749.410                | -14.360               | -1.880            |

Table A-6  
Comparison of Number of Professional Educators from All Funding Sources per District  
between School Years 1987-88 and 1993-94

| District           | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|--------------------|------------------------|------------------------|-----------------------|-------------------|
| Monroe             | 181.450                | 157.500                | -23.950               | -13.199           |
| Morgan             | 160.770                | 160.690                | -0.080                | -0.050            |
| McDowell           | 692.000                | 566.000                | -126.000              | -18.208           |
| Nicholas           | 430.060                | 404.300                | -25.760               | -5.990            |
| Ohio               | 552.450                | 503.200                | -49.250               | -8.915            |
| Pendleton          | 124.500                | 118.000                | -6.500                | -5.221            |
| Pleasants          | 135.000                | 129.500                | -5.500                | -4.074            |
| Pocahontas         | 134.500                | 124.790                | -9.710                | -7.219            |
| Preston            | 484.000                | 455.700                | -28.300               | -5.847            |
| Putnam             | 585.000                | 623.000                | 38.000                | 6.496             |
| Raleigh            | 1,142.000              | 1,067.200              | -74.800               | -6.550            |
| Randolph           | 446.500                | 384.500                | -62.000               | -13.886           |
| Ritchie            | 147.000                | 147.490                | 0.490                 | 0.333             |
| Roane              | 238.400                | 231.900                | -6.500                | -2.727            |
| Summers            | 189.370                | 165.000                | -24.370               | -12.869           |
| Taylor             | 234.000                | 221.500                | -12.500               | -5.342            |
| Tucker             | 119.000                | 106.000                | -13.000               | -10.924           |
| Tyler              | 158.000                | 137.000                | -21.000               | -13.291           |
| Upshur             | 346.600                | 330.860                | -15.740               | -4.541            |
| Wayne              | 662.900                | 611.200                | -51.700               | -7.799            |
| Webster            | 197.600                | 169.400                | -28.200               | -14.271           |
| Wetzel             | 320.450                | 285.000                | -35.450               | -11.063           |
| Wirt               | 84.000                 | 84.500                 | 0.500                 | 0.595             |
| Wood               | 1,302.500              | 1,181.000              | -121.500              | -9.328            |
| Wyoming            | <u>577.500</u>         | <u>463.500</u>         | <u>-114.000</u>       | <u>-19.740</u>    |
| Total <sup>1</sup> | 26,361.490             | 24,331.420             | -2,030.070            | -7.701            |

<sup>1</sup> Data Source: West Virginia Department of Education

Table A-7  
Comparison of Number of Professional Educators Allowed in the Formula per District  
between School Years 1987-88 and 1993-94

| District   | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|------------|------------------------|------------------------|-----------------------|-------------------|
| Barbour    | 225.15                 | 198.20                 | -26.95                | -11.97            |
| Berkeley   | 672.72                 | 740.39                 | 67.67                 | 10.06             |
| Boone      | 427.52                 | 381.64                 | -45.88                | -10.73            |
| Bridgton   | 241.40                 | 193.95                 | -47.45                | -19.66            |
| Brooke     | 372.13                 | 300.77                 | -71.36                | -19.18            |
| Cabell     | 1,154.95               | 1,052.52               | -102.43               | -8.87             |
| Calhoun    | 147.45                 | 129.48                 | -17.97                | -12.19            |
| Clay       | 161.50                 | 163.20                 | 1.70                  | 1.05              |
| Doddridge  | 100.72                 | 98.28                  | -2.44                 | -2.42             |
| Fayette    | 715.88                 | 611.47                 | -104.41               | -14.58            |
| Gilmer     | 102.36                 | 91.57                  | -10.79                | -10.54            |
| Grant      | 155.34                 | 139.79                 | -15.55                | -10.01            |
| Greenbrier | 446.88                 | 391.03                 | -55.85                | -12.50            |
| Hampshire  | 203.12                 | 217.00                 | 13.88                 | 6.83              |
| Hancock    | 404.36                 | 352.32                 | -52.04                | -12.87            |
| Hardy      | 136.44                 | 134.52                 | -1.92                 | -1.41             |
| Harrison   | 928.79                 | 886.58                 | -42.21                | -4.54             |
| Jackson    | 399.10                 | 383.38                 | -15.72                | -3.94             |
| Jefferson  | 413.23                 | 442.65                 | 29.42                 | 7.12              |
| Kanawha    | 2,571.20               | 2,321.69               | -249.51               | -9.70             |
| Lewis      | 239.45                 | 216.62                 | -22.83                | -9.53             |
| Lincoln    | 366.91                 | 338.89                 | -28.02                | -7.64             |
| Logan      | 705.60                 | 597.08                 | -108.52               | -15.38            |
| Marion     | 731.01                 | 628.54                 | -102.47               | -14.02            |
| Marshall   | 511.12                 | 439.56                 | -71.56                | -14.00            |
| Mason      | 350.09                 | 345.09                 | -5.00                 | -1.43             |
| Mercer     | 925.65                 | 749.57                 | -176.08               | -19.02            |
| Mineral    | 396.50                 | 343.35                 | -53.15                | -13.40            |
| Mingo      | 568.32                 | 497.49                 | -70.83                | -12.46            |
| Monongalia | 723.69                 | 678.80                 | -44.89                | -6.20             |

Table A-7  
Comparison of Number of Professional Educators Allowed in the Formula per District  
between School Years 1987-88 and 1993-94

| District           | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|--------------------|------------------------|------------------------|-----------------------|-------------------|
| Monroe             | 166.98                 | 142.03                 | -24.95                | -14.94            |
| Morgan             | 152.69                 | 152.52                 | -0.17                 | -0.11             |
| McDowell           | 671.33                 | 515.56                 | -155.77               | -23.20            |
| Nicholas           | 406.45                 | 369.15                 | -37.30                | -9.18             |
| Ohio               | 509.95                 | 438.84                 | -71.11                | -13.94            |
| Pendleton          | 116.79                 | 102.66                 | -14.13                | -12.10            |
| Pleasants          | 117.83                 | 112.99                 | -4.84                 | -4.11             |
| Pocahontas         | 126.23                 | 108.66                 | -17.57                | -13.92            |
| Preston            | 449.57                 | 408.28                 | -41.29                | -9.18             |
| Putnam             | 551.21                 | 583.25                 | 32.04                 | 5.81              |
| Raleigh            | 1,063.65               | 967.44                 | -96.21                | -9.05             |
| Randolph           | 420.92                 | 347.59                 | -73.33                | -17.42            |
| Ritchie            | 140.30                 | 134.78                 | -5.52                 | -3.93             |
| Roane              | 232.40                 | 218.15                 | -14.25                | -6.13             |
| Summers            | 176.83                 | 151.78                 | -25.05                | -14.17            |
| Taylor             | 225.60                 | 201.93                 | -23.67                | -10.49            |
| Tucker             | 114.29                 | 102.07                 | -12.22                | -10.69            |
| Tyler              | 155.75                 | 129.97                 | -25.78                | -16.55            |
| Upshur             | 340.39                 | 310.90                 | -29.49                | -8.66             |
| Wayne              | 607.04                 | 550.50                 | -56.54                | -9.31             |
| Webster            | 182.82                 | 148.25                 | -34.57                | -18.91            |
| Wetzel             | 300.90                 | 263.64                 | -37.26                | -12.38            |
| Wirt               | 81.07                  | 79.10                  | -1.97                 | -2.43             |
| Wood               | 1,236.68               | 1,051.22               | -185.46               | -15.00            |
| Wyoming            | <u>547.03</u>          | <u>424.34</u>          | <u>-122.69</u>        | <u>-22.43</u>     |
| Total <sup>1</sup> | 24,593.28              | 22,081.02              | -2,512.26             | -10.22            |

<sup>1</sup> Data Source: West Virginia Department of Education

Table A-8  
Comparison of Number of Professional Educators from All Funding Sources per Position  
between School Years 1987-88 and 1993-94

| Position                        | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|---------------------------------|------------------------|------------------------|-----------------------|-------------------|
| Superintendent                  | 55.00                  | 55.00                  | 0.00                  | 0.00              |
| Dep., Assoc. or<br>Asst. Super. | 93.75                  | 72.25                  | -21.50                | -22.93            |
| Adm. Asst.                      | 12.00                  | 9.50                   | -2.50                 | -20.83            |
| Dir./Mgr. (Instr.)              | 277.39                 | 222.42                 | -54.97                | -19.82            |
| Dir./Coord.<br>Supportive Serv. | 87.70                  | 129.07                 | 41.37                 | 47.17             |
| Physician                       | 3.00                   | 1.00                   | -2.00                 | -66.67            |
| Psychologist                    | 116.42                 | 93.65                  | -22.77                | -19.56            |
| Nurse                           | 128.50                 | 133.54                 | 5.04                  | 3.92              |
| Attn. Director                  | 25.00                  | 44.51                  | 19.51                 | 78.04             |
| Attn. Officer                   | 50.51                  | 18.00                  | -32.51                | -64.36            |
| Social Worker                   | 0.00                   | 8.00                   | 8.00                  |                   |
| Dental Hygienist                | 6.00                   | 4.00                   | -2.00                 | -33.33            |
| Physical Therapist              | 0.00                   | 7.20                   | 7.20                  |                   |
| Occup. Therapist                | 0.00                   | 7.00                   | 7.00                  |                   |
| Psychometrist                   | 0.00                   | 0.80                   | 0.80                  |                   |
| Principal Elem.                 | 592.37                 | 510.90                 | -81.47                | -13.75            |
| Principal Mid/JH                | 152.69                 | 131.46                 | -21.23                | -13.90            |
| Principal HS                    | 173.06                 | 154.29                 | -18.77                | -10.85            |
| Principal Comb.                 | 39.00                  | 35.36                  | -3.64                 | -9.33             |
| Asst. Prin. Elem.               | 52.26                  | 35.40                  | -16.86                | -32.26            |
| Asst. Prin. Mid/JH              | 102.11                 | 77.43                  | -24.68                | -24.17            |
| Asst. Prin. HS                  | 186.50                 | 152.76                 | -33.74                | -18.09            |
| Asst. Prin. Comb.               | 10.00                  | 13.50                  | 3.50                  | 35.00             |
| Head Teacher                    | 26.00                  | 29.35                  | 3.35                  | 12.88             |
| Curriculum<br>Specialist        | 235.57                 | 110.98                 | -124.59               | -52.89            |
| Counselor                       | 557.75                 | 581.73                 | 23.98                 | 4.30              |
| Librarian                       | 370.70                 | 358.21                 | -12.49                | -3.37             |
| Remed. Spec.                    | 133.75                 | 286.50                 | 152.75                | 114.21            |
| Tchr. PreK-K                    | 885.80                 | 920.00                 | 34.20                 | 3.86              |
| Tchr. Elem.                     | 8,548.44               | 7,395.97               | -1,152.47             | -13.48            |
| Tchr. Mid/JH                    | 3,721.01               | 3,448.85               | -272.16               | -7.31             |
| Tchr. HS                        | 4,335.19               | 4,173.70               | -161.49               | -3.73             |
| Tchr. Spec. Ed.                 | 3,705.49               | 3,459.45               | -246.04               | -6.64             |

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Table A-8  
Comparison of Number of Professional Educators from All Funding Sources per Position  
between School Years 1987-88 and 1993-94

| Position                         | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|----------------------------------|------------------------|------------------------|-----------------------|-------------------|
| Tchr. Homebound                  | 55.50                  | 43.48                  | -12.02                | -21.66            |
| Tchr. Voc. Ed.<br>K-12           | 1,424.69               | 1,429.67               | 4.98                  | 0.35              |
| Tchr. Voc. Ed.<br>Post Secondary | 148.67                 | 126.71                 | -21.96                | -14.77            |
| Tchr. Voc. Ed.<br>Adult          | 44.67                  | 44.28                  | -0.39                 | -0.87             |
| Tchr. Voc. Ed.<br>Community Ed.  | <u>5.00</u>            | <u>5.50</u>            | <u>0.50</u>           | <u>10.00</u>      |
| Total <sup>1</sup>               | 26,361.49              | 24,331.42              | -2,030.07             | -7.70             |

<sup>1</sup> Data Source: West Virginia Department of Education

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Table A-9  
Comparison of Number of Service Personnel from All Funding Sources per District  
between School Years 1987-88 and 1993-94

| District   | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|------------|------------------------|------------------------|-----------------------|-------------------|
| Barbour    | 142.03                 | 127.00                 | -15.03                | -10.58            |
| Berkeley   | 413.00                 | 509.00                 | 96.00                 | 23.24             |
| Boone      | 280.00                 | 231.50                 | -48.50                | -17.32            |
| Brazdon    | 142.60                 | 120.59                 | -22.01                | -15.43            |
| Brooke     | 210.55                 | 171.52                 | -39.03                | -18.54            |
| Cabell     | 635.50                 | 620.51                 | -14.99                | -2.36             |
| Calhoun    | 85.50                  | 82.50                  | -3.00                 | -3.51             |
| Clay       | 126.50                 | 124.00                 | -2.50                 | -1.98             |
| Doddridge  | 87.50                  | 75.00                  | -12.50                | -14.29            |
| Fayette    | 423.50                 | 386.00                 | -37.50                | -8.85             |
| Gilmer     | 76.50                  | 61.50                  | -15.00                | -19.61            |
| Grant      | 104.39                 | 101.98                 | -2.41                 | -2.31             |
| Greenbrier | 269.01                 | 267.50                 | -1.51                 | -0.56             |
| Hampshire  | 138.02                 | 139.51                 | 1.49                  | 1.08              |
| Hancock    | 217.50                 | 213.30                 | -4.20                 | -1.93             |
| Hardy      | 92.00                  | 81.02                  | -10.98                | -11.93            |
| Harrison   | 528.02                 | 516.00                 | -12.02                | -2.28             |
| Jackson    | 230.00                 | 227.50                 | -2.50                 | -1.09             |
| Jefferson  | 234.00                 | 263.50                 | 29.50                 | 12.61             |
| Kanawha    | 1,524.50               | 1,386.50               | -138.00               | -9.05             |
| Lewis      | 149.00                 | 142.00                 | -7.00                 | -4.70             |
| Lincoln    | 252.55                 | 229.00                 | -23.55                | -9.32             |
| Logan      | 495.50                 | 408.51                 | -86.99                | -17.56            |
| Marion     | 418.53                 | 400.00                 | -18.53                | -4.43             |
| Marshall   | 279.00                 | 255.50                 | -23.50                | -8.42             |
| Mason      | 229.50                 | 208.00                 | -21.50                | -9.37             |
| Mercer     | 591.50                 | 471.00                 | -120.50               | -20.37            |
| Mineral    | 238.50                 | 210.01                 | -28.49                | -11.95            |
| Mingo      | 383.00                 | 350.50                 | -32.50                | -8.49             |
| Monongalia | 412.00                 | 401.50                 | -10.50                | -2.55             |

Table A-9  
Comparison of Number of Service Personnel from All Funding Sources per District  
between School Years 1987-88 and 1993-94

| District           | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|--------------------|------------------------|------------------------|-----------------------|-------------------|
| Monroe             | 109.00                 | 102.50                 | -6.50                 | -3.96             |
| Morgan             | 95.50                  | 97.00                  | 1.50                  | 1.57              |
| McDowell           | 513.00                 | 369.50                 | -143.50               | -27.97            |
| Nicholas           | 260.50                 | 244.65                 | -15.85                | -6.08             |
| Ohio               | 278.00                 | 274.50                 | -3.50                 | -1.26             |
| Pendleton          | 76.00                  | 70.00                  | -6.00                 | -7.89             |
| Pleasants          | 80.00                  | 75.00                  | -5.00                 | -6.25             |
| Pocahontas         | 89.01                  | 82.55                  | -6.46                 | -7.26             |
| Preston            | 276.07                 | 243.04                 | -33.03                | -11.96            |
| Putnam             | 314.50                 | 332.00                 | 17.50                 | 5.56              |
| Raleigh            | 661.00                 | 628.99                 | -32.01                | -4.84             |
| Randolph           | 238.00                 | 209.00                 | -29.00                | -12.18            |
| Ritchie            | 89.50                  | 99.50                  | 10.00                 | 11.17             |
| Roane              | 146.00                 | 140.50                 | -5.50                 | -3.77             |
| Summers            | 113.07                 | 89.04                  | -24.03                | -21.25            |
| Taylor             | 146.50                 | 122.50                 | -24.00                | -16.38            |
| Tucker             | 74.00                  | 69.00                  | -5.00                 | -6.76             |
| Tyler              | 97.00                  | 82.00                  | -15.00                | -15.46            |
| Upshur             | 207.00                 | 192.00                 | -15.00                | -7.25             |
| Wayne              | 397.50                 | 352.50                 | -45.00                | -11.32            |
| Webster            | 128.00                 | 104.01                 | -23.99                | -18.74            |
| Wetzel             | 167.50                 | 147.51                 | -19.99                | -11.93            |
| Wirt               | 51.50                  | 50.00                  | -1.50                 | -2.91             |
| Wood               | 692.00                 | 659.50                 | -32.50                | -4.70             |
| Wyoming            | <u>244.00</u>          | <u>271.48</u>          | <u>-72.52</u>         | <u>-21.08</u>     |
| Total <sup>1</sup> | 15,053.85              | 13,890.22              | -1,163.63             | -7.73             |

<sup>1</sup> Data Source: West Virginia Department of Education

Table A-10  
Comparison of Number of Service Personnel Allowed in the Formula per District  
between School Years 1987-88 and 1993-94

| District   | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|------------|------------------------|------------------------|-----------------------|-------------------|
| Barbour    | 140.256                | 126.238                | -14.018               | -9.993            |
| Berkeley   | 381.437                | 460.843                | 79.388                | 20.812            |
| Boone      | 261.862                | 228.523                | -33.337               | -12.731           |
| Braxton    | 143.734                | 116.252                | -27.482               | -19.120           |
| Brooke     | 223.714                | 188.730                | -34.984               | -15.638           |
| Cabell     | 685.435                | 618.090                | -67.345               | -9.825            |
| Calhoun    | 87.790                 | 75.663                 | -12.125               | -13.811           |
| Clay       | 103.252                | 98.656                 | -4.596                | -4.451            |
| Doddridge  | 62.959                 | 58.162                 | -4.797                | -7.619            |
| Fayette    | 423.793                | 388.597                | -35.198               | -8.305            |
| Gilmer     | 63.323                 | 53.968                 | -9.357                | -14.324           |
| Grant      | 92.373                 | 86.336                 | -6.037                | -6.535            |
| Greenbrier | 276.230                | 248.506                | -27.744               | -10.043           |
| Hampshire  | 124.191                | 135.433                | 11.244                | 9.034             |
| Hancock    | 229.304                | 222.130                | -7.154                | -3.120            |
| Hardy      | 85.017                 | 81.613                 | -3.402                | -4.002            |
| Harrison   | 338.473                | 331.929                | -6.544                | -1.933            |
| Jackson    | 239.261                | 228.200                | -11.061               | -4.623            |
| Jefferson  | 226.039                | 267.903                | 41.864                | 18.510            |
| Kanawha    | 1,576.682              | 1,413.100              | -161.582              | -10.248           |
| Lewis      | 149.648                | 128.200                | -21.448               | -14.332           |
| Lincoln    | 226.814                | 199.998                | -26.816               | -11.823           |
| Logan      | 435.186                | 379.453                | -56.733               | -13.007           |
| Marion     | 434.072                | 393.168                | -40.904               | -9.423            |
| Marshall   | 304.162                | 259.700                | -44.462               | -14.618           |
| Mason      | 214.398                | 202.633                | -11.765               | -5.478            |
| Mercur     | 363.390                | 467.233                | 103.843               | 28.577            |
| Mineral    | 236.728                | 201.972                | -34.756               | -14.682           |
| Mingo      | 351.322                | 316.161                | -35.161               | -10.008           |
| Monongalia | 436.513                | 429.143                | -7.370                | -1.688            |

Table A-10  
Comparison of Number of Service Personnel Allowed in the Formula per District  
between School Years 1987-88 and 1993-94

| District           | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|--------------------|------------------------|------------------------|-----------------------|-------------------|
| Monroe             | 103.224                | 86.968                 | -16.256               | -15.748           |
| Morgan             | 94.683                 | 93.072                 | -1.611                | -1.701            |
| McDowell           | 415.004                | 313.318                | -101.686              | -24.502           |
| Nicholas           | 241.495                | 229.145                | -12.350               | -5.114            |
| Ohio               | 292.985                | 267.182                | -25.803               | -8.807            |
| Pendleton          | 72.914                 | 60.943                 | -11.971               | -16.418           |
| Pleasants          | 70.212                 | 67.188                 | -3.024                | -4.307            |
| Pocahontas         | 78.030                 | 66.631                 | -11.399               | -14.608           |
| Preston            | 276.797                | 239.760                | -37.037               | -13.381           |
| Putnam             | 320.132                | 348.229                | 28.097                | 8.777             |
| Raleigh            | 635.398                | 611.230                | -24.168               | -3.804            |
| Randolph           | 237.393                | 208.466                | -28.927               | -12.185           |
| Ritchie            | 88.184                 | 80.993                 | -7.191                | -8.155            |
| Roane              | 135.173                | 131.214                | -3.959                | -2.929            |
| Summers            | 109.310                | 92.021                 | -17.289               | -15.816           |
| Taylor             | 140.185                | 119.008                | -21.177               | -15.106           |
| Tucker             | 70.652                 | 61.031                 | -9.621                | -13.617           |
| Tyler              | 97.454                 | 77.098                 | -20.356               | -20.888           |
| Upshur             | 201.930                | 188.548                | -13.382               | -6.627            |
| Wayne              | 372.830                | 349.351                | -23.479               | -6.298            |
| Webster            | 113.016                | 92.573                 | -20.443               | -18.089           |
| Wetzel             | 174.903                | 157.366                | -17.537               | -10.027           |
| Wirt               | 50.116                 | 49.066                 | -1.050                | -2.095            |
| Wood               | 732.141                | 642.250                | -89.891               | -12.278           |
| Wyoming            | <u>338.164</u>         | <u>276.800</u>         | <u>-61.364</u>        | <u>-18.146</u>    |
| Total <sup>1</sup> | 14,802.947             | 13,522.034             | -1,280.913            | -8.653            |

<sup>1</sup> Data Source: West Virginia Department of Education

Table A-11  
Comparison of Number of Service Personnel from All Funding Sources per Position  
between School Years 1987-88 and 1993-94

| Position                       | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|--------------------------------|------------------------|------------------------|-----------------------|-------------------|
| Aides                          | 2,887.91               | 1,493.32               | -1,394.59             | -48.29            |
| Supv. Aides                    | 0.00                   | 1,266.09               | 1,266.09              |                   |
| Para Prof.                     | 0.00                   | 21.00                  | 21.00                 |                   |
| Autism Mentor                  | 0.00                   | 1.50                   | 1.50                  |                   |
| Director/Coord.<br>of Services | 172.76                 | 168.95                 | -3.81                 | -2.21             |
| Accountant                     | 113.38                 | 101.02                 | -12.36                | -10.90            |
| Auditor                        | 10.67                  | 13.26                  | 2.59                  | 24.27             |
| Buyer                          | 9.90                   | 5.33                   | -4.57                 | -46.16            |
| Braille/Sign<br>Lang. Spec.    | 0.00                   | 37.30                  | 37.30                 |                   |
| Clerk                          | 105.55                 | 93.69                  | -11.86                | -11.24            |
| Secretary                      | 1,928.49               | 1,788.51               | -139.98               | -7.26             |
| Switchboard                    | 11.50                  | 9.40                   | -2.10                 | -18.26            |
| Computer Op.                   | 17.90                  | 43.83                  | 25.93                 | 144.86            |
| Programmer                     | 19.94                  | 17.54                  | -2.40                 | -12.04            |
| Keypunch<br>Operator           | 3.00                   | 0.00                   | -3.00                 | -100.00           |
| Draftsman                      | 3.50                   | 2.00                   | -1.50                 | -42.86            |
| Graphic Artist                 | 1.00                   | 1.00                   | 0.00                  | 0.00              |
| Inventory Supv.                | 14.93                  | 16.78                  | 1.85                  | 12.39             |
| Printing<br>Operator           | 3.75                   | 2.70                   | -1.05                 | -28.00            |
| Printing<br>Supervisor         | 2.60                   | 2.00                   | -0.60                 | -23.08            |
| Supv. Mntce.                   | 68.14                  | 49.50                  | -18.64                | -27.36            |
| AV Technician                  | 5.50                   | 2.40                   | -3.10                 | -56.36            |
| Cabinet Maker                  | 26.00                  | 26.50                  | 0.50                  | 1.92              |
| Carpenter                      | 125.52                 | 107.50                 | -18.02                | -14.36            |
| Chief Mechanic                 | 37.00                  | 32.88                  | -4.12                 | -11.14            |
| Crew Leader                    | 24.54                  | 21.34                  | -3.00                 | -12.22            |
| Electrician                    | 136.27                 | 125.22                 | -11.05                | -8.11             |
| Electronic<br>Technician       | 32.50                  | 46.51                  | 14.01                 | 43.11             |
| Foreman                        | 73.10                  | 64.06                  | -9.04                 | -12.37            |
| General<br>Maintenance         | 110.62                 | 47.09                  | -63.53                | -57.43            |
| Glazier                        | 3.25                   | 5.32                   | 2.07                  | 63.69             |

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Table A-11  
Comparison of Number of Service Personnel from All Funding Sources per Position  
between School Years 1987-88 and 1993-94

| Position                        | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|---------------------------------|------------------------|------------------------|-----------------------|-------------------|
| Handyman                        | 7.10                   | 6.60                   | -0.50                 | -7.04             |
| HVAC Mech.                      | 37.98                  | 43.98                  | 6.00                  | 15.80             |
| Locksmith                       | 11.00                  | 12.28                  | 1.28                  | 11.64             |
| Lubrication<br>Man              | 6.33                   | 3.00                   | -3.33                 | -52.61            |
| Mason                           | 50.40                  | 41.62                  | -8.78                 | -17.42            |
| Mechanic Asst.                  | 34.94                  | 19.94                  | -15.00                | -42.93            |
| Mechanic                        | 232.25                 | 225.00                 | -7.25                 | -3.12             |
| Office Equip.<br>Repairman      | 13.13                  | 9.88                   | -3.25                 | -24.75            |
| Painter                         | 42.22                  | 36.75                  | -5.47                 | -12.96            |
| Plumber                         | 107.47                 | 103.60                 | -3.87                 | -3.60             |
| Roofing/Sheet<br>Metal Mech.    | 19.25                  | 10.25                  | -9.00                 | -46.75            |
| Supervisor of<br>Transportation | 48.86                  | 43.50                  | -5.36                 | -10.97            |
| School Bus<br>Supervisor        | 26.73                  | 18.78                  | -7.95                 | -29.74            |
| Bus Operator                    | 2,948.98               | 2,860.12               | -88.86                | -3.01             |
| Heavy Equip<br>Operator         | 18.01                  | 15.87                  | -2.14                 | -11.88            |
| Truck Driver                    | 99.52                  | 77.13                  | -22.39                | -22.50            |
| Food Serv.<br>Supervisor        | 11.50                  | 16.40                  | 4.90                  | 42.61             |
| Cafeteria<br>Manager            | 160.00                 | 175.21                 | 15.21                 | 9.51              |
| Cook                            | 2,491.76               | 2,113.67               | -378.09               | -15.17            |
| Custodian                       | 2,671.57               | 2,389.70               | -281.87               | -10.55            |
| Watchman                        | 12.80                  | 8.00                   | -4.80                 | -37.50            |
| Welder                          | 14.00                  | 11.81                  | -2.19                 | -15.64            |
| Sanitation<br>Plant Operator    | 34.66                  | 30.47                  | -4.19                 | -12.09            |
| Groundsman                      | 4.17                   | 3.00                   | -1.17                 | -28.06            |
| Machinist                       | 0.00                   | 0.00                   | 0.00                  | 0.00              |
| Total <sup>1</sup>              | 15,053.85              | 13,890.30              | -1,163.55             | -7.73             |

<sup>1</sup> Data Source: West Virginia Department of Education

Table A-12  
Comparison of Number of Professional Instructional Personnel from All Funding Sources  
per District between School Years 1987-88 and 1993-94

| District   | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|------------|------------------------|------------------------|-----------------------|-------------------|
| Barbour    | 212.90                 | 203.74                 | -9.16                 | -4.30             |
| Berkeley   | 692.71                 | 764.30                 | 71.79                 | 10.36             |
| Boone      | 429.00                 | 395.00                 | -34.00                | -7.93             |
| Bradson    | 238.00                 | 203.50                 | -34.50                | -14.50            |
| Brooke     | 355.00                 | 306.00                 | -49.00                | -13.80            |
| Cabell     | 1,127.41               | 1,084.30               | -43.11                | -3.82             |
| Calhoun    | 144.00                 | 128.00                 | -16.00                | -11.11            |
| Clay       | 157.60                 | 154.28                 | -3.32                 | -2.11             |
| Doddridge  | 103.50                 | 102.00                 | -1.50                 | -1.45             |
| Fayette    | 687.86                 | 622.60                 | -65.26                | -9.49             |
| Gilmer     | 104.81                 | 91.99                  | -12.82                | -12.23            |
| Grant      | 150.00                 | 137.00                 | -13.00                | -8.67             |
| Greentrier | 454.69                 | 408.50                 | -46.19                | -10.16            |
| Hampshire  | 197.67                 | 215.98                 | 18.31                 | 9.26              |
| Hancock    | 408.00                 | 354.33                 | -53.67                | -13.15            |
| Hardy      | 134.50                 | 134.33                 | -0.15                 | -0.11             |
| Harrison   | 922.11                 | 890.34                 | -31.77                | -3.45             |
| Jackson    | 386.60                 | 375.30                 | -11.30                | -2.92             |
| Jefferson  | 413.00                 | 434.50                 | 21.50                 | 5.21              |
| Kanawha    | 2,551.00               | 2,361.50               | -189.50               | -7.43             |
| Lewis      | 232.00                 | 223.50                 | -8.50                 | -3.66             |
| Lincoln    | 361.79                 | 334.00                 | -27.79                | -7.68             |
| Logan      | 686.00                 | 597.99                 | -88.01                | -12.83            |
| Marion     | 716.90                 | 652.60                 | -64.30                | -8.97             |
| Marshall   | 500.00                 | 437.50                 | -62.50                | -12.50            |
| Mason      | 346.00                 | 346.70                 | 0.70                  | 0.20              |
| Meigs      | 922.00                 | 762.00                 | -160.00               | -17.35            |
| Mineral    | 372.50                 | 341.17                 | -31.33                | -8.41             |
| Mingo      | 551.00                 | 567.00                 | 16.00                 | 2.90              |
| Monongalia | 700.77                 | 695.41                 | -5.36                 | -0.76             |



Table A-12  
Comparison of Number of Professional Instructional Personnel from All Funding Sources  
per District between School Years 1987-88 and 1993-94

| District           | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|--------------------|------------------------|------------------------|-----------------------|-------------------|
| Monroe             | 165.86                 | 142.94                 | -22.92                | -13.82            |
| Morgan             | 147.30                 | 149.09                 | 1.79                  | 1.22              |
| McDowell           | 637.00                 | 529.00                 | -108.00               | -16.95            |
| Nicholas           | 393.06                 | 368.70                 | -26.36                | -6.67             |
| Ohio               | 511.95                 | 462.70                 | -49.25                | -9.62             |
| Pendleton          | 112.11                 | 108.50                 | -3.61                 | -3.22             |
| Pleasants          | 121.00                 | 115.50                 | -5.50                 | -4.55             |
| Pocahontas         | 120.95                 | 114.29                 | -6.66                 | -5.51             |
| Preston            | 441.84                 | 417.90                 | -23.94                | -5.42             |
| Putnam             | 540.00                 | 586.00                 | 46.00                 | 8.52              |
| Raleigh            | 1,041.30               | 973.50                 | -67.80                | -6.51             |
| Randolph           | 405.50                 | 358.50                 | -47.00                | -11.59            |
| Richie             | 134.00                 | 135.49                 | 1.49                  | 1.11              |
| Roane              | 219.00                 | 216.15                 | -2.85                 | -1.30             |
| Summers            | 172.87                 | 154.50                 | -18.37                | -10.63            |
| Taylor             | 219.00                 | 207.90                 | -11.10                | -5.07             |
| Tucker             | 108.00                 | 99.75                  | -8.25                 | -7.64             |
| Tyler              | 146.50                 | 126.50                 | -20.00                | -13.65            |
| Upshur             | 320.60                 | 304.86                 | -15.74                | -4.91             |
| Wayne              | 595.90                 | 556.20                 | -39.70                | -6.66             |
| Webster            | 183.10                 | 155.40                 | -27.70                | -15.13            |
| Wetzel             | 299.30                 | 264.50                 | -34.80                | -11.63            |
| Wirt               | 78.90                  | 79.50                  | 0.60                  | 0.76              |
| Wood               | 1,200.50               | 1,097.00               | -112.50               | -9.30             |
| Wyoming            | 530.32                 | 431.50                 | -98.82                | -18.63            |
| Total <sup>1</sup> | 24,116.16              | 22,481.45              | -1,634.71             | -6.78             |

<sup>1</sup> Data Source: West Virginia Department of Education  
Professional Instructional is defined as Classroom Teacher, Librarian,  
Counselor, Nurse with a Bachelor's Degree, School Psychologist and Attendance  
Director.

Table A-13  
Comparison of Number of Professional Instructional Personnel Actually Employed Eligible for  
Formula per District between School Years 1987-88 and 1993-94

| District   | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|------------|------------------------|------------------------|-----------------------|-------------------|
| Barbour    | 203.40                 | 190.28                 | -13.12                | -6.43             |
| Berkeley   | 635.41                 | 712.72                 | 77.31                 | 12.17             |
| Boone      | 408.30                 | 369.75                 | -38.75                | -9.49             |
| Braxton    | 224.00                 | 185.14                 | -38.86                | -17.35            |
| Brooke     | 344.00                 | 288.50                 | -55.50                | -16.13            |
| Cabell     | 1,049.41               | 984.09                 | -65.32                | -6.22             |
| Calhoun    | 137.50                 | 123.50                 | -14.00                | -10.18            |
| Clay       | 151.14                 | 148.28                 | -2.86                 | -1.89             |
| Doddridge  | 96.50                  | 93.41                  | -3.09                 | -3.20             |
| Fayette    | 648.50                 | 577.35                 | -71.15                | -10.97            |
| Gilmer     | 100.86                 | 82.75                  | -18.11                | -17.96            |
| Grant      | 147.50                 | 130.47                 | -17.03                | -11.55            |
| Greenbrier | 430.78                 | 374.00                 | -56.78                | -13.18            |
| Hampshire  | 192.17                 | 202.77                 | 10.60                 | 5.52              |
| Hancock    | 394.00                 | 340.28                 | -53.72                | -13.63            |
| Hardy      | 130.00                 | 128.35                 | -1.65                 | -1.27             |
| Harrison   | 873.44                 | 834.67                 | -38.77                | -4.44             |
| Jackson    | 373.60                 | 361.26                 | -12.34                | -3.30             |
| Jefferson  | 403.00                 | 428.50                 | 25.50                 | 6.33              |
| Kanawha    | 2,404.54               | 2,222.50               | -182.04               | -7.57             |
| Lewis      | 221.50                 | 210.33                 | -11.17                | -5.04             |
| Lincoln    | 341.17                 | 315.00                 | -26.17                | -7.67             |
| Logan      | 668.00                 | 559.99                 | -108.01               | -16.17            |
| Marion     | 684.40                 | 599.60                 | -84.80                | -12.39            |
| Marshall   | 481.00                 | 420.50                 | -60.50                | -12.58            |
| Mason      | 329.50                 | 321.70                 | -7.80                 | -2.37             |
| Mercer     | 880.00                 | 702.35                 | -177.65               | -20.19            |
| Mineral    | 353.67                 | 320.15                 | -33.52                | -9.48             |
| Mingo      | 523.00                 | 517.70                 | -5.30                 | -1.01             |
| Monongalia | 668.65                 | 656.73                 | -11.92                | -1.78             |

Table A-13  
Comparison of Number of Professional Instructional Personnel Actually Employed Eligible for  
Formula per District between School Years 1987-88 and 1993-94

| District           | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|--------------------|------------------------|------------------------|-----------------------|-------------------|
| Monroe             | 152.36                 | 131.44                 | -20.92                | -13.73            |
| Morgan             | 142.00                 | 144.09                 | 2.09                  | 1.47              |
| McDowell           | 615.00                 | 491.00                 | -124.00               | -20.16            |
| Nicholas           | 384.06                 | 341.35                 | -42.71                | -11.12            |
| Ohio               | 467.85                 | 414.68                 | -53.17                | -11.36            |
| Pendleton          | 104.11                 | 98.86                  | -5.25                 | -5.04             |
| Pleasant           | 119.00                 | 111.00                 | -8.00                 | -6.72             |
| Pocahontas         | 119.45                 | 105.91                 | -13.54                | -11.34            |
| Preston            | 422.84                 | 389.40                 | -33.44                | -7.91             |
| Putnam             | 515.00                 | 559.00                 | 44.00                 | 8.54              |
| Raleigh            | 1,003.30               | 920.50                 | -82.80                | -8.25             |
| Randolph           | 383.50                 | 329.75                 | -53.75                | -14.02            |
| Ritchie            | 128.00                 | 128.49                 | 0.49                  | 0.38              |
| Roane              | 216.50                 | 207.40                 | -9.10                 | -4.20             |
| Summers            | 159.50                 | 139.50                 | -20.00                | -12.54            |
| Taylor             | 211.00                 | 191.93                 | -19.05                | -9.03             |
| Tucker             | 103.00                 | 96.36                  | -6.64                 | -6.45             |
| Tyler              | 143.00                 | 121.00                 | -22.00                | -15.38            |
| Upshur             | 308.60                 | 287.40                 | -21.20                | -6.87             |
| Wayne              | 572.90                 | 520.70                 | -52.20                | -9.11             |
| Webster            | 170.50                 | 144.80                 | -25.70                | -15.07            |
| Wetzel             | 287.50                 | 250.50                 | -37.00                | -12.87            |
| Wirt               | 75.90                  | 77.50                  | 1.60                  | 2.11              |
| Wood               | 1,150.50               | 1,046.00               | -104.50               | -9.08             |
| Wyoming            | <u>507.16</u>          | <u>396.00</u>          | <u>-111.16</u>        | <u>-21.92</u>     |
| Total <sup>1</sup> | 22,961.67              | 21,047.20              | -1,914.47             | -8.34             |

<sup>1</sup> Data Source: West Virginia Department of Education  
In 1987-88, at least 49 Professional Instructional personnel out of 53 Professional Educators were required for every 1,000 students in adjusted enrollment. In 1993-94, at least 50 Professional Instructional personnel out of 53.5 Professional Educators were required for every 1,000 students in adjusted enrollment.

<sup>2</sup> Professional Instructional is defined as Classroom Teacher, Librarian, Counselor, Nurse with a Bachelor's Degree, School Psychologist and Attendance Director.

Table A-14  
Comparison of Number of Professional Non Instructional Personnel from All Funding Sources  
per District between School Years 1987-88 and 1993-94

| District   | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|------------|------------------------|------------------------|-----------------------|-------------------|
| Barbour    | 20.10                  | 14.76                  | -5.34                 | -26.57            |
| Berkeley   | 76.02                  | 69.78                  | -6.24                 | -8.21             |
| Boone      | 35.00                  | 35.00                  | 0.00                  | 0.00              |
| Braxton    | 23.50                  | 19.00                  | -4.50                 | -19.15            |
| Brooks     | 30.00                  | 21.00                  | -9.00                 | -30.00            |
| Cabell     | 118.05                 | 89.40                  | -28.65                | -24.27            |
| Calhoun    | 12.16                  | 11.00                  | -1.16                 | -9.54             |
| Clay       | 11.90                  | 13.80                  | 1.90                  | 15.97             |
| Doddridge  | 8.00                   | 11.00                  | 3.00                  | 37.50             |
| Fayette    | 78.00                  | 53.00                  | -25.00                | -32.05            |
| Olmer      | 7.57                   | 9.00                   | 1.43                  | 18.89             |
| Grant      | 14.00                  | 10.40                  | -3.60                 | -25.71            |
| Greenbrier | 34.11                  | 33.50                  | -0.61                 | -1.79             |
| Hampshire  | 22.33                  | 19.50                  | -2.83                 | -12.67            |
| Hancock    | 27.00                  | 24.17                  | -2.83                 | -10.48            |
| Hardy      | 14.00                  | 11.00                  | -3.00                 | -21.43            |
| Harrison   | 91.00                  | 69.00                  | -22.00                | -24.18            |
| Jackson    | 31.50                  | 28.50                  | -3.00                 | -9.52             |
| Jefferson  | 30.00                  | 40.00                  | 10.00                 | 33.33             |
| Kanawha    | 279.00                 | 205.00                 | -74.00                | -26.52            |
| Lewis      | 25.00                  | 21.00                  | -4.00                 | -16.00            |
| Lincoln    | 35.88                  | 28.00                  | -7.88                 | -21.96            |
| Logan      | 64.00                  | 44.00                  | -20.00                | -31.25            |
| Marion     | 63.00                  | 64.00                  | 1.00                  | 1.59              |
| Marshall   | 35.00                  | 30.00                  | -5.00                 | -14.29            |
| Mason      | 31.00                  | 26.80                  | -4.20                 | -13.55            |
| Mercer     | 82.50                  | 56.00                  | -26.50                | -32.12            |
| Mineral    | 36.00                  | 29.50                  | -6.50                 | -18.06            |
| Mingo      | 58.00                  | 36.00                  | -22.00                | -37.93            |
| Monongalia | 63.00                  | 54.00                  | -9.00                 | -14.29            |

Table A-14  
Comparison of Number of Professional Non Instructional Personnel from All Funding Sources  
per District between School Years 1987-88 and 1993-94

| District           | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|--------------------|------------------------|------------------------|-----------------------|-------------------|
| Monroe             | 15.59                  | 14.56                  | -1.03                 | -6.61             |
| Morgan             | 13.47                  | 11.60                  | -1.87                 | -13.88            |
| McDowell           | 35.00                  | 37.00                  | -18.00                | -32.73            |
| Nicholas           | 35.00                  | 35.60                  | 0.60                  | 1.71              |
| Ohio               | 40.50                  | 40.50                  | 0.00                  | 0.00              |
| Pendleton          | 12.39                  | 9.50                   | -2.89                 | -23.33            |
| Pleasants          | 14.00                  | 14.00                  | 0.00                  | 0.00              |
| Pocahontas         | 13.55                  | 10.50                  | -3.05                 | -22.51            |
| Preston            | 42.16                  | 37.80                  | -4.36                 | -10.34            |
| Putnam             | 45.00                  | 37.00                  | -8.00                 | -17.78            |
| Raleigh            | 100.70                 | 93.70                  | -7.00                 | -6.95             |
| Randolph           | 41.00                  | 26.00                  | -15.00                | -36.59            |
| Ritchie            | 13.00                  | 12.00                  | -1.00                 | -7.69             |
| Roane              | 19.40                  | 15.75                  | -3.65                 | -18.81            |
| Summers            | 16.50                  | 10.50                  | -6.00                 | -36.36            |
| Taylor             | 15.00                  | 13.60                  | -1.40                 | -9.33             |
| Tucker             | 11.00                  | 6.25                   | -4.75                 | -43.18            |
| Tyler              | 11.50                  | 10.50                  | -1.00                 | -8.70             |
| Upshur             | 26.00                  | 26.00                  | 0.00                  | 0.00              |
| Wayne              | 67.00                  | 55.00                  | -12.00                | -17.91            |
| Webster            | 14.50                  | 14.00                  | -0.50                 | -3.45             |
| Wetzel             | 21.15                  | 20.50                  | -0.65                 | -3.07             |
| Wirt               | 5.10                   | 5.00                   | -0.10                 | -1.96             |
| Wood               | 93.00                  | 84.00                  | -9.00                 | -9.68             |
| Wyoming            | <u>47.20</u>           | <u>32.00</u>           | <u>-15.20</u>         | <u>-32.20</u>     |
| Total <sup>1</sup> | 2,245.33               | 1,849.97               | -395.36               | -17.61            |

<sup>1</sup> Data Source: West Virginia Department of Education

Table A-15  
Comparison of Number of Professional Non Instructional Personnel Allowed in Formula  
per District between School Years 1987-88 and 1993-94

| District   | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|------------|------------------------|------------------------|-----------------------|-------------------|
| Barbour    | 24.90                  | 6.77                   | -18.13                | -72.81            |
| Berkeley   | 60.29                  | 46.91                  | -13.38                | -22.19            |
| Boone      | 46.64                  | 24.97                  | -21.67                | -46.46            |
| Braxton    | 26.34                  | 12.69                  | -13.65                | -51.82            |
| Brooke     | 40.60                  | 19.68                  | -20.92                | -51.53            |
| Cabell     | 126.00                 | 57.23                  | -68.77                | -54.58            |
| Calhoun    | 15.42                  | 5.00                   | -10.42                | -67.57            |
| Clay       | 12.40                  | 10.72                  | -1.68                 | -13.55            |
| Doddridge  | 11.38                  | 5.03                   | -6.35                 | -55.80            |
| Fayette    | 78.10                  | 40.00                  | -38.10                | -48.78            |
| Gilmer     | 11.83                  | 5.00                   | -6.83                 | -57.73            |
| Grant      | 14.40                  | 8.69                   | -5.71                 | -39.65            |
| Greenbrier | 48.75                  | 25.58                  | -23.17                | -47.53            |
| Hampshire  | 18.83                  | 7.77                   | -11.06                | -58.74            |
| Hancock    | 44.11                  | 23.05                  | -21.06                | -47.74            |
| Hardy      | 15.18                  | 5.78                   | -9.40                 | -61.92            |
| Harrison   | 100.54                 | 57.65                  | -42.89                | -42.66            |
| Jackson    | 42.04                  | 24.36                  | -17.68                | -42.06            |
| Jefferson  | 45.78                  | 29.25                  | -16.53                | -36.11            |
| Kanawha    | 280.50                 | 151.89                 | -128.61               | -45.85            |
| Lewis      | 26.64                  | 13.56                  | -13.08                | -49.10            |
| Lincoln    | 40.03                  | 22.17                  | -17.86                | -44.62            |
| Logan      | 76.98                  | 39.06                  | -37.92                | -49.26            |
| Marion     | 79.75                  | 41.12                  | -38.63                | -48.44            |
| Marshall   | 55.76                  | 28.76                  | -27.00                | -48.42            |
| Mason      | 32.91                  | 22.49                  | -10.42                | -31.66            |
| Meigs      | 100.98                 | 49.04                  | -51.94                | -51.44            |
| Mineral    | 38.06                  | 22.03                  | -16.03                | -42.12            |
| Mingo      | 62.00                  | 32.55                  | -29.45                | -47.50            |
| Monongalia | 78.95                  | 44.41                  | -34.54                | -43.75            |

Table A-15  
Comparison of Number of Professional Non Instructional Personnel Allowed in Formula  
per District between School Years 1987-88 and 1993-94

| District           | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|--------------------|------------------------|------------------------|-----------------------|-------------------|
| Monroe             | 18.22                  | 9.29                   | -8.93                 | -49.01            |
| Morgan             | 17.14                  | 10.19                  | -6.95                 | -40.55            |
| McDowell           | 73.24                  | 33.73                  | -39.51                | -53.95            |
| Nicholas           | 44.34                  | 22.07                  | -22.27                | -50.23            |
| Ohio               | 52.49                  | 23.33                  | -29.16                | -55.55            |
| Pendleton          | 13.06                  | 6.90                   | -6.16                 | -47.17            |
| Pleasants          | 11.84                  | 6.99                   | -4.85                 | -40.96            |
| Pocahontas         | 13.78                  | 7.11                   | -6.67                 | -48.40            |
| Preston            | 49.04                  | 23.67                  | -25.37                | -51.73            |
| Putnam             | 60.13                  | 35.22                  | -24.91                | -41.43            |
| Raleigh            | 116.04                 | 63.29                  | -52.75                | -45.46            |
| Randolph           | 45.92                  | 22.74                  | -23.18                | -50.48            |
| Richie             | 15.86                  | 9.02                   | -6.84                 | -43.13            |
| Roane              | 25.42                  | 14.91                  | -10.51                | -41.35            |
| Summers            | 19.30                  | 8.28                   | -11.02                | -57.10            |
| Taylor             | 25.02                  | 13.30                  | -11.72                | -46.84            |
| Tucker             | 12.47                  | 5.42                   | -7.05                 | -56.54            |
| Tyler              | 17.45                  | 5.71                   | -11.74                | -67.28            |
| Upshur             | 36.29                  | 15.06                  | -21.23                | -58.50            |
| Wayne              | 66.23                  | 36.45                  | -29.78                | -44.96            |
| Webster            | 19.95                  | 6.95                   | -13.00                | -65.16            |
| Wetzel             | 30.22                  | 17.24                  | -12.98                | -42.95            |
| Wirt               | 8.84                   | 5.00                   | -3.84                 | -43.44            |
| Wood               | 134.91                 | 68.77                  | -66.14                | -49.03            |
| Wyoming            | <u>39.68</u>           | <u>24.04</u>           | <u>-15.64</u>         | <u>-39.42</u>     |
| Total <sup>1</sup> | 2,642.97               | 1,377.89               | -1,265.08             | -47.87            |

<sup>1</sup> Data Source: West Virginia Department of Education  
In 1987-88, no more than 6 Professional Non Instructional personnel of the 55 Professional Educators were permitted for every 1,000 students in adjusted enrollment. In 1993-94, no more than 3.5 Professional Non Instructional personnel of the 53.5 Professional Educators were permitted for every 1,000 students in adjusted enrollment.



Table A-16  
Comparison of Number of Teachers from All Funding Sources per District  
between School Years 1987-88 and 1993-94

| District   | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|------------|------------------------|------------------------|-----------------------|-------------------|
| Barbour    | 202.40                 | 191.80                 | -10.60                | -5.24             |
| Berkeley   | 649.71                 | 724.70                 | 74.99                 | 11.54             |
| Boone      | 407.50                 | 379.00                 | -28.50                | -6.99             |
| Braxton    | 227.00                 | 191.00                 | -36.00                | -15.86            |
| Brooke     | 333.00                 | 281.00                 | -52.00                | -15.62            |
| Cabell     | 1,078.01               | 1,034.58               | -43.43                | -4.03             |
| Calhoun    | 138.00                 | 123.50                 | -14.50                | -10.51            |
| Clay       | 152.80                 | 148.28                 | -4.52                 | -2.96             |
| Doddridge  | 95.50                  | 92.00                  | -3.50                 | -3.66             |
| Fayette    | 647.86                 | 592.60                 | -55.26                | -8.53             |
| Gilmer     | 97.86                  | 80.49                  | -17.37                | -17.75            |
| Grant      | 144.00                 | 131.90                 | -12.10                | -8.40             |
| Greenbrier | 439.69                 | 373.75                 | -65.94                | -15.00            |
| Hampshire  | 182.67                 | 198.98                 | 16.31                 | 8.93              |
| Hancock    | 383.00                 | 332.03                 | -50.97                | -13.31            |
| Hardy      | 130.00                 | 125.99                 | -4.01                 | -3.08             |
| Harrison   | 835.61                 | 798.34                 | -37.27                | -4.46             |
| Jackson    | 363.60                 | 344.25                 | -19.35                | -5.32             |
| Jefferson  | 383.00                 | 401.50                 | 18.50                 | 4.83              |
| Kanawha    | 2,427.00               | 2,220.50               | -206.50               | -8.51             |
| Lewis      | 222.00                 | 212.50                 | -9.50                 | -4.28             |
| Lincoln    | 346.79                 | 320.00                 | -26.79                | -7.73             |
| Logan      | 654.00                 | 576.49                 | -77.51                | -11.85            |
| Marion     | 678.90                 | 613.50                 | -65.40                | -9.63             |
| Marshall   | 473.00                 | 401.50                 | -71.50                | -15.12            |
| Mason      | 333.00                 | 333.70                 | 0.70                  | 0.21              |
| Mercer     | 874.20                 | 715.10                 | -159.10               | -18.20            |
| Mineral    | 348.80                 | 320.34                 | -28.46                | -8.16             |
| Mingo      | 528.00                 | 543.00                 | 15.00                 | 2.84              |
| Monongalia | 660.47                 | 653.91                 | -6.56                 | -0.99             |

Table A-16  
Comparison of Number of Teachers from All Funding Sources per District  
between School Years 1987-88 and 1993-94

| District           | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|--------------------|------------------------|------------------------|-----------------------|-------------------|
| Monroe             | 164.86                 | 140.94                 | -23.92                | -14.51            |
| Morgan             | 138.30                 | 141.28                 | 2.78                  | 2.01              |
| McDowell           | 610.00                 | 484.00                 | -126.00               | -20.66            |
| Nicholas           | 379.06                 | 351.70                 | -27.36                | -7.22             |
| Ohio               | 469.85                 | 412.70                 | -57.15                | -12.16            |
| Pendleton          | 106.61                 | 100.50                 | -6.11                 | -5.73             |
| Pleasants          | 113.00                 | 108.50                 | -4.50                 | -3.98             |
| Pocahontas         | 115.45                 | 110.29                 | -5.16                 | -4.47             |
| Preston            | 411.84                 | 372.07                 | -39.77                | -9.66             |
| Putnam             | 514.00                 | 555.00                 | 41.00                 | 7.98              |
| Raleigh            | 1,003.20               | 891.00                 | -112.20               | -11.18            |
| Randolph           | 381.50                 | 340.75                 | -40.75                | -10.68            |
| Ritchie            | 125.50                 | 129.49                 | 3.99                  | 3.18              |
| Roane              | 208.05                 | 206.15                 | -1.90                 | -0.91             |
| Summers            | 164.87                 | 135.00                 | -29.87                | -18.12            |
| Taylor             | 205.00                 | 181.90                 | -23.10                | -11.27            |
| Tucker             | 103.00                 | 92.75                  | -10.25                | -9.95             |
| Tyler              | 138.00                 | 120.50                 | -17.50                | -12.68            |
| Upshur             | 310.60                 | 289.86                 | -20.74                | -6.68             |
| Wayne              | 554.90                 | 505.70                 | -49.20                | -8.87             |
| Webster            | 177.50                 | 146.80                 | -30.70                | -17.30            |
| Wetzel             | 286.60                 | 252.00                 | -34.60                | -12.07            |
| Wirt               | 71.90                  | 72.50                  | 0.60                  | 0.83              |
| Wood               | 1,165.50               | 1,032.00               | -133.50               | -11.45            |
| Wyoming            | <u>517.80</u>          | <u>418.00</u>          | <u>-99.80</u>         | <u>-19.27</u>     |
| Total <sup>1</sup> | 22,874.46              | 21,047.61              | -1,826.85             | -7.99             |

<sup>1</sup> Data Source: West Virginia Department of Education

Table A-17  
Comparison of Number of Principals from All Funding Sources per District  
between School Years 1987-88 and 1993-94

| District   | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|------------|------------------------|------------------------|-----------------------|-------------------|
| Barbour    | 10.35                  | 8.31                   | -2.04                 | -19.71            |
| Berkeley   | 34.00                  | 33.85                  | -0.15                 | -0.44             |
| Boone      | 22.00                  | 23.00                  | 1.00                  | 4.55              |
| Braxton    | 10.50                  | 8.50                   | -2.00                 | -19.05            |
| Brooke     | 18.00                  | 14.00                  | -4.00                 | -22.22            |
| Cabell     | 63.05                  | 45.00                  | -18.05                | -28.63            |
| Calhoun    | 6.00                   | 7.00                   | 1.00                  | 16.67             |
| Clay       | 6.20                   | 5.80                   | -0.40                 | -6.45             |
| Doddridge  | 2.00                   | 6.00                   | 4.00                  | 200.00            |
| Fayette    | 52.00                  | 37.00                  | -15.00                | -28.85            |
| Gilmer     | 5.55                   | 6.00                   | 0.45                  | 8.11              |
| Grant      | 9.00                   | 7.50                   | -1.50                 | -16.67            |
| Greenbrier | 20.46                  | 20.00                  | -0.46                 | -2.25             |
| Hampshire  | 11.33                  | 11.00                  | -0.33                 | -2.91             |
| Hancock    | 20.00                  | 18.00                  | -2.00                 | -10.00            |
| Hardy      | 7.00                   | 5.50                   | -1.50                 | -21.43            |
| Harrison   | 56.00                  | 42.00                  | -14.00                | -25.00            |
| Jackson    | 16.50                  | 16.50                  | 0.00                  | 0.00              |
| Jefferson  | 15.00                  | 17.00                  | 2.00                  | 13.33             |
| Kanawha    | 144.00                 | 121.00                 | -23.00                | -15.97            |
| Lewis      | 14.00                  | 13.00                  | -1.00                 | -7.14             |
| Lincoln    | 21.71                  | 21.00                  | -0.71                 | -3.27             |
| Logan      | 42.00                  | 30.00                  | -12.00                | -28.57            |
| Marion     | 39.00                  | 32.00                  | -7.00                 | -17.95            |
| Marshall   | 20.00                  | 20.00                  | 0.00                  | 0.00              |
| Mason      | 20.00                  | 16.00                  | -4.00                 | -20.00            |
| Mercer     | 50.00                  | 39.00                  | -11.00                | -22.00            |
| Mineral    | 21.00                  | 18.50                  | -2.50                 | -11.90            |
| Mingo      | 43.00                  | 27.00                  | -16.00                | -37.21            |
| Monongalia | 37.00                  | 35.00                  | -2.00                 | -5.41             |

Table A-17  
Comparison of Number of Principals from All Funding Sources per District  
between School Years 1987-88 and 1993-94

| District           | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|--------------------|------------------------|------------------------|-----------------------|-------------------|
| Monroe             | 8.14                   | 7.59                   | -0.55                 | -6.76             |
| Morgan             | 6.80                   | 6.60                   | -0.20                 | -2.94             |
| McDowell           | 29.00                  | 24.00                  | -5.00                 | -17.24            |
| Nicholas           | 18.00                  | 21.10                  | 3.10                  | 17.22             |
| Ohio               | 24.00                  | 22.00                  | -2.00                 | -8.33             |
| Pendleton          | 5.39                   | 4.50                   | -0.89                 | -16.51            |
| Pleasants          | 8.00                   | 7.50                   | -0.50                 | -6.25             |
| Pocahontas         | 6.55                   | 6.00                   | -0.55                 | -8.40             |
| Preston            | 25.16                  | 23.00                  | -2.16                 | -8.59             |
| Putnam             | 33.00                  | 27.00                  | -6.00                 | -18.18            |
| Raleigh            | 62.70                  | 50.00                  | -12.70                | -20.26            |
| Randolph           | 21.00                  | 17.00                  | -4.00                 | -19.05            |
| Ritchie            | 7.00                   | 7.00                   | 0.00                  | 0.00              |
| Roane              | 11.00                  | 7.35                   | -3.65                 | -33.18            |
| Summers            | 7.50                   | 6.00                   | -1.50                 | -20.00            |
| Taylor             | 11.00                  | 8.00                   | -3.00                 | -27.27            |
| Tucker             | 7.00                   | 4.50                   | -2.50                 | -35.71            |
| Tyler              | 7.00                   | 6.00                   | -1.00                 | -14.29            |
| Upshur             | 16.00                  | 16.00                  | 0.00                  | 0.00              |
| Wayne              | 44.00                  | 32.00                  | -12.00                | -27.27            |
| Webster            | 9.50                   | 7.50                   | -2.00                 | -21.05            |
| Wetzel             | 13.50                  | 14.50                  | 1.00                  | 7.41              |
| Wirt               | 2.10                   | 3.50                   | 1.40                  | 66.67             |
| Wood               | 56.00                  | 56.00                  | 0.00                  | 0.00              |
| Wyoming            | <u>32.00</u>           | <u>22.00</u>           | <u>-10.00</u>         | <u>-31.25</u>     |
| Total <sup>1</sup> | 1,307.99               | 1,111.10               | -196.89               | -15.05            |

<sup>1</sup> Data Source: West Virginia Department of Education

Table A-18  
Comparison of Number of Student Support Personnel at School Level from All Funding Sources  
per District between School Years 1987-88 and 1993-94

| District   | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|------------|------------------------|------------------------|-----------------------|-------------------|
| Barbour    | 10.50                  | 11.24                  | 0.74                  | 7.05              |
| Berkeley   | 40.00                  | 39.80                  | -0.20                 | -0.50             |
| Boone      | 20.50                  | 15.00                  | -5.50                 | -26.83            |
| Braxton    | 10.00                  | 11.50                  | 1.50                  | 15.00             |
| Brooke     | 22.00                  | 25.00                  | 3.00                  | 13.64             |
| Cabell     | 48.40                  | 48.72                  | 0.32                  | 0.66              |
| Calhoun    | 5.50                   | 4.00                   | -1.50                 | -27.27            |
| Clay       | 4.80                   | 6.00                   | 1.20                  | 25.00             |
| Doddridge  | 8.00                   | 10.00                  | 2.00                  | 25.00             |
| Fayette    | 34.00                  | 23.00                  | -11.00                | -32.35            |
| Gilmer     | 6.95                   | 11.50                  | 4.55                  | 65.47             |
| Grant      | 6.00                   | 5.00                   | -1.00                 | -16.67            |
| Greenbrier | 15.00                  | 33.75                  | 18.75                 | 125.00            |
| Hampshire  | 13.00                  | 16.50                  | 3.50                  | 26.92             |
| Hancock    | 24.00                  | 21.30                  | -2.70                 | -11.25            |
| Hardy      | 4.50                   | 7.86                   | 3.36                  | 74.67             |
| Harrison   | 86.50                  | 92.00                  | 5.50                  | 6.36              |
| Jackson    | 22.00                  | 30.05                  | 8.05                  | 36.59             |
| Jefferson  | 17.00                  | 21.00                  | 4.00                  | 23.53             |
| Kanawha    | 124.00                 | 127.00                 | 3.00                  | 2.42              |
| Lewis      | 9.00                   | 10.00                  | 1.00                  | 11.11             |
| Lincoln    | 13.00                  | 13.00                  | 0.00                  | 0.00              |
| Logan      | 31.00                  | 20.50                  | -10.50                | -33.87            |
| Marion     | 38.00                  | 38.10                  | 0.10                  | 0.26              |
| Marshall   | 27.00                  | 36.00                  | 9.00                  | 33.33             |
| Mason      | 12.00                  | 12.00                  | 0.00                  | 0.00              |
| Mercer     | 45.80                  | 44.90                  | -0.90                 | -1.97             |
| Mineral    | 23.00                  | 19.83                  | -3.17                 | -13.78            |
| Mingo      | 23.00                  | 23.00                  | 0.00                  | 0.00              |
| Monongalia | 40.30                  | 40.50                  | 0.20                  | 0.50              |

Table A-18  
Comparison of Number of Student Support Personnel at School Level from All Funding Sources  
per District between School Years 1987-88 and 1993-94

| District           | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|--------------------|------------------------|------------------------|-----------------------|-------------------|
| Monroe             | 1.00                   | 2.00                   | 1.00                  | 100.00            |
| Morgan             | 8.00                   | 7.00                   | -1.00                 | -12.50            |
| McDowell           | 27.00                  | 44.00                  | 17.00                 | 62.96             |
| Nicholas           | 15.00                  | 16.00                  | 1.00                  | 6.67              |
| Ohio               | 41.10                  | 49.00                  | 7.90                  | 19.22             |
| Pendleton          | 5.50                   | 5.50                   | 0.00                  | 0.00              |
| Pleasants          | 8.00                   | 7.00                   | -1.00                 | -12.50            |
| Pocahontas         | 5.00                   | 4.00                   | -1.00                 | -20.00            |
| Preston            | 29.00                  | 44.83                  | 15.83                 | 54.59             |
| Putnam             | 25.00                  | 30.00                  | 5.00                  | 20.00             |
| Raleigh            | 38.10                  | 82.50                  | 44.40                 | 116.54            |
| Randolph           | 24.00                  | 17.50                  | -6.50                 | -27.08            |
| Ritchie            | 7.50                   | 5.00                   | -2.50                 | -33.33            |
| Roane              | 10.95                  | 10.00                  | -0.95                 | -8.68             |
| Summers            | 5.00                   | 17.00                  | 12.00                 | 240.00            |
| Taylor             | 14.00                  | 24.00                  | 10.00                 | 71.43             |
| Tucker             | 5.00                   | 6.00                   | 1.00                  | 20.00             |
| Tyler              | 8.00                   | 6.00                   | -2.00                 | -25.00            |
| Upshur             | 10.00                  | 14.00                  | 4.00                  | 40.00             |
| Wayne              | 40.00                  | 49.50                  | 9.50                  | 23.75             |
| Webster            | 4.60                   | 7.60                   | 3.00                  | 65.22             |
| Wetzel             | 12.70                  | 10.50                  | -2.20                 | -17.32            |
| Wirt               | 7.00                   | 6.50                   | -0.50                 | -7.14             |
| Wood               | 43.00                  | 64.00                  | 21.00                 | 48.84             |
| Wyoming            | <u>11.50</u>           | <u>12.50</u>           | <u>1.00</u>           | <u>8.70</u>       |
| Total <sup>1</sup> | 1,190.70               | 1,359.98               | 169.28                | 14.22             |

<sup>1</sup> Data Source: West Virginia Department of Education  
Includes: Counselor, Librarian, Remedial Specialist and nurse

Table A-19  
Comparison of Number of Central Office Personnel from All Funding Sources per District  
between School Years 1987-88 and 1993-94

| District   | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|------------|------------------------|------------------------|-----------------------|-------------------|
| Barbour    | 9.75                   | 7.15                   | -2.60                 | -26.67            |
| Berkeley   | 42.02                  | 35.93                  | -6.09                 | -14.49            |
| Boone      | 14.00                  | 13.00                  | -1.00                 | -7.14             |
| Bradon     | 14.00                  | 11.50                  | -2.50                 | -17.86            |
| Brooke     | 12.00                  | 7.00                   | -5.00                 | -41.67            |
| Cabell     | 56.00                  | 45.40                  | -10.60                | -18.93            |
| Calhoun    | 6.66                   | 4.50                   | -2.16                 | -32.43            |
| Clay       | 5.70                   | 8.00                   | 2.30                  | 40.35             |
| Doddridge  | 6.00                   | 5.00                   | -1.00                 | -16.67            |
| Fayette    | 27.00                  | 17.00                  | -10.00                | -37.04            |
| Gilmer     | 2.02                   | 3.00                   | 0.98                  | 48.51             |
| Grant      | 5.00                   | 2.90                   | -2.10                 | -42.00            |
| Greenbrier | 13.65                  | 14.50                  | 0.85                  | 6.23              |
| Hampshire  | 11.00                  | 9.00                   | -2.00                 | -18.18            |
| Hancock    | 8.00                   | 7.17                   | -0.83                 | -10.38            |
| Hardy      | 7.00                   | 6.00                   | -1.00                 | -14.29            |
| Harrison   | 35.00                  | 27.00                  | -8.00                 | -22.86            |
| Jackson    | 16.00                  | 13.00                  | -3.00                 | -18.75            |
| Jefferson  | 16.00                  | 24.00                  | 8.00                  | 50.00             |
| Kanawha    | 135.00                 | 94.00                  | -41.00                | -30.37            |
| Lewis      | 12.00                  | 9.00                   | -3.00                 | -25.00            |
| Lincoln    | 15.17                  | 8.00                   | -7.17                 | -47.26            |
| Logan      | 23.00                  | 14.00                  | -9.00                 | -39.13            |
| Marion     | 24.00                  | 33.00                  | 9.00                  | 37.50             |
| Marshall   | 15.00                  | 10.00                  | -5.00                 | -33.33            |
| Mason      | 12.00                  | 11.80                  | -0.20                 | -1.67             |
| Meigs      | 34.50                  | 19.00                  | -15.50                | -44.93            |
| Mineral    | 15.70                  | 12.00                  | -3.70                 | -23.57            |
| Mingo      | 15.00                  | 10.00                  | -5.00                 | -33.33            |
| Monongalia | 26.00                  | 20.00                  | -6.00                 | -23.08            |



Table A-19  
Comparison of Number of Central Office Personnel from All Funding Sources per District  
between School Years 1987-88 and 1993-94

| District           | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|--------------------|------------------------|------------------------|-----------------------|-------------------|
| Monroe             | 7.45                   | 6.97                   | -0.48                 | -6.44             |
| Morgan             | 7.47                   | 5.81                   | -1.66                 | -22.22            |
| McDowell           | 26.00                  | 14.00                  | -12.00                | -46.15            |
| Nicholas           | 18.00                  | 15.50                  | -2.50                 | -13.89            |
| Ohio               | 17.50                  | 19.50                  | 2.00                  | 11.43             |
| Pendleton          | 7.00                   | 5.50                   | -1.50                 | -21.43            |
| Pleasants          | 6.00                   | 6.50                   | 0.50                  | 8.33              |
| Pocahontas         | 7.50                   | 4.50                   | -3.00                 | -40.00            |
| Preston            | 18.00                  | 15.80                  | -2.20                 | -12.22            |
| Putnam             | 13.00                  | 11.00                  | -2.00                 | -15.38            |
| Raleigh            | 38.00                  | 43.70                  | 5.70                  | 15.00             |
| Randolph           | 20.00                  | 9.00                   | -11.00                | -55.00            |
| Ritchie            | 7.00                   | 6.00                   | -1.00                 | -14.29            |
| Roane              | 8.40                   | 8.40                   | 0.00                  | 0.00              |
| Summers            | 10.00                  | 5.00                   | -5.00                 | -50.00            |
| Taylor             | 4.00                   | 5.60                   | 1.60                  | 40.00             |
| Tucker             | 4.00                   | 2.75                   | -1.25                 | -31.25            |
| Tyler              | 5.00                   | 4.50                   | -0.50                 | -10.00            |
| Upshur             | 10.00                  | 11.00                  | 1.00                  | 10.00             |
| Wayne              | 24.00                  | 24.00                  | 0.00                  | 0.00              |
| Webster            | 6.00                   | 7.50                   | 1.50                  | 25.00             |
| Wetzel             | 7.65                   | 7.00                   | -0.65                 | -8.50             |
| Wirt               | 3.00                   | 2.00                   | -1.00                 | -33.33            |
| Wood               | 37.00                  | 29.00                  | -8.00                 | -21.62            |
| Wyoming            | <u>16.20</u>           | <u>11.00</u>           | <u>-5.20</u>          | <u>-32.10</u>     |
| Total <sup>1</sup> | 962.34                 | 783.38                 | -178.96               | -18.60            |

<sup>1</sup> Data Source: West Virginia Department of Education  
1987-88 includes: Superintendent; Deputy, Assoc., Asst. Super.; Adm. Asst.; Dir./Manager of Instruction; Curriculum Specialist, Dir./Coord. Supportive Services; Physician; Psychologist; Altn. Dir./Officer; and Dental Hygienist  
1993-94 also includes: Social Worker; Physical Therapist; Occupational Therapist; and Psychometrist

Table A-20  
Comparison of Number of Pay Grade H Personnel from All Funding Sources per District  
between School Years 1987-88 and 1993-94

| District   | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|------------|------------------------|------------------------|-----------------------|-------------------|
| Barbour    | 5.47                   | 4.48                   | -0.99                 | -18.10            |
| Berkeley   | 4.00                   | 7.00                   | 3.00                  | 75.00             |
| Boone      | 2.00                   | 4.00                   | 2.00                  | 100.00            |
| Braxton    | 3.00                   | 2.00                   | -1.00                 | -33.33            |
| Brooke     | 6.00                   | 6.00                   | 0.00                  | 0.00              |
| Cabell     | 15.00                  | 13.00                  | -2.00                 | -13.33            |
| Calhoun    | 3.00                   | 2.00                   | -1.00                 | -33.33            |
| Clay       | 3.00                   | 1.00                   | -2.00                 | -66.67            |
| Doddridge  | 2.00                   | 1.00                   | -1.00                 | -50.00            |
| Fayette    | 3.00                   | 3.00                   | 0.00                  | 0.00              |
| Gilmer     | 2.00                   | 1.00                   | -1.00                 | -50.00            |
| Grant      | 3.50                   | 3.83                   | 0.33                  | 9.43              |
| Greenbrier | 7.00                   | 4.00                   | -3.00                 | -42.86            |
| Hampshire  | 4.50                   | 3.00                   | -1.50                 | -33.33            |
| Hancock    | 1.00                   | 1.00                   | 0.00                  | 0.00              |
| Hardy      | 6.00                   | 6.00                   | 0.00                  | 0.00              |
| Harrison   | 8.73                   | 10.84                  | 2.11                  | 24.17             |
| Jackson    | 4.00                   | 4.00                   | 0.00                  | 0.00              |
| Jefferson  | 7.00                   | 6.00                   | -1.00                 | -14.29            |
| Kanawha    | 30.00                  | 27.00                  | -3.00                 | -10.00            |
| Lewis      | 1.00                   | 2.00                   | 1.00                  | 100.00            |
| Lincoln    | 5.00                   | 4.00                   | -1.00                 | -20.00            |
| Logan      | 6.00                   | 7.00                   | 1.00                  | 16.67             |
| Marion     | 3.00                   | 5.00                   | 2.00                  | 66.67             |
| Marshall   | 3.00                   | 3.00                   | 0.00                  | 0.00              |
| Mason      | 4.00                   | 3.00                   | -1.00                 | -25.00            |
| Mercer     | 18.00                  | 7.00                   | -11.00                | -61.11            |
| Mineral    | 4.00                   | 4.00                   | 0.00                  | 0.00              |
| Mingo      | 5.00                   | 7.00                   | 2.00                  | 40.00             |
| Monongalia | 6.00                   | 7.00                   | 1.00                  | 16.67             |

Table A-20  
Comparison of Number of Pay Grade H Personnel from All Funding Sources per District  
between School Years 1987-88 and 1993-94

| District           | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|--------------------|------------------------|------------------------|-----------------------|-------------------|
| Monroe             | 2.00                   | 3.00                   | 1.00                  | 50.00             |
| Morgan             | 5.50                   | 4.50                   | -1.00                 | -18.18            |
| McDowell           | 6.00                   | 4.00                   | -2.00                 | -33.33            |
| Nicholas           | 4.00                   | 6.00                   | 2.00                  | 50.00             |
| Ohio               | 10.50                  | 10.00                  | -0.50                 | -4.76             |
| Pendleton          | 2.00                   | 2.50                   | 0.50                  | 25.00             |
| Pleasants          | 2.00                   | 2.00                   | 0.00                  | 0.00              |
| Pocahontas         | 1.00                   | 0.00                   | -1.00                 | -100.00           |
| Preston            | 2.00                   | 0.00                   | -2.00                 | -100.00           |
| Putnam             | 4.00                   | 8.00                   | 4.00                  | 100.00            |
| Raleigh            | 6.50                   | 8.84                   | 2.34                  | 36.00             |
| Randolph           | 7.00                   | 7.50                   | 0.50                  | 7.14              |
| Ritchie            | 2.00                   | 1.00                   | -1.00                 | -50.00            |
| Roane              | 4.00                   | 1.50                   | -2.50                 | -62.50            |
| Summers            | 2.00                   | 2.00                   | 0.00                  | 0.00              |
| Taylor             | 6.00                   | 6.00                   | 0.00                  | 0.00              |
| Tucker             | 4.50                   | 3.00                   | -1.50                 | -33.33            |
| Tyler              | 4.00                   | 2.00                   | -2.00                 | -50.00            |
| Upshur             | 9.00                   | 8.00                   | -1.00                 | -11.11            |
| Wayne              | 7.00                   | 3.00                   | -4.00                 | -57.14            |
| Webster            | 7.00                   | 1.00                   | -6.00                 | -85.71            |
| Wetzel             | 4.50                   | 9.00                   | 4.50                  | 100.00            |
| Wirt               | 2.00                   | 1.00                   | -1.00                 | -50.00            |
| Wood               | 26.00                  | 23.00                  | -3.00                 | -11.54            |
| Wyoming            | <u>4.00</u>            | <u>3.50</u>            | <u>-0.50</u>          | <u>-12.50</u>     |
| Total <sup>1</sup> | 309.70                 | 279.49                 | -30.21                | -9.75             |

<sup>1</sup> Data Source: West Virginia Department of Education  
Pay Grade H includes: Director/Coordinator of Services, Programmer,  
Supervisor of Maintenance and Supervisor of Transportation

Table A-21  
Comparison of Number of Maintenance Personnel from All Funding Sources per District  
between School Years 1987-88 and 1993-94

| District   | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|------------|------------------------|------------------------|-----------------------|-------------------|
| Barbour    | 25.61                  | 23.87                  | -1.74                 | -6.79             |
| Berkeley   | 72.50                  | 72.00                  | -0.50                 | -0.69             |
| Boone      | 68.50                  | 50.50                  | -18.00                | -26.28            |
| Braxton    | 25.34                  | 24.91                  | -0.43                 | -1.70             |
| Brooke     | 50.55                  | 38.76                  | -11.79                | -23.32            |
| Cabell     | 173.50                 | 152.01                 | -21.49                | -12.39            |
| Calhoun    | 20.50                  | 15.00                  | -5.50                 | -26.83            |
| Clay       | 21.50                  | 21.00                  | -0.50                 | -2.33             |
| Doddridge  | 18.50                  | 12.00                  | -6.50                 | -35.14            |
| Fayette    | 107.50                 | 94.50                  | -13.00                | -12.09            |
| Gilmer     | 14.14                  | 9.00                   | -5.14                 | -36.35            |
| Grant      | 16.81                  | 16.53                  | -0.28                 | -1.67             |
| Greenbrier | 67.63                  | 55.50                  | -12.13                | -17.94            |
| Hampshire  | 21.51                  | 22.00                  | 0.49                  | 2.28              |
| Hancock    | 54.50                  | 54.00                  | -0.50                 | -0.92             |
| Hardy      | 14.00                  | 14.02                  | 0.02                  | 0.14              |
| Harrison   | 144.27                 | 131.68                 | -12.59                | -8.73             |
| Jackson    | 49.67                  | 48.70                  | -0.97                 | -1.95             |
| Jefferson  | 43.00                  | 50.00                  | 7.00                  | 16.28             |
| Kanawha    | 410.00                 | 361.50                 | -48.50                | -11.83            |
| Lewis      | 29.80                  | 27.50                  | -2.30                 | -7.72             |
| Lincoln    | 45.86                  | 44.50                  | -1.36                 | -2.97             |
| Logan      | 110.80                 | 94.88                  | -15.92                | -14.37            |
| Marion     | 123.53                 | 126.50                 | 2.97                  | 2.40              |
| Marshall   | 67.80                  | 59.97                  | -7.83                 | -11.55            |
| Mason      | 55.00                  | 47.50                  | -7.50                 | -13.64            |
| Mercer     | 134.50                 | 117.00                 | -17.50                | -13.01            |
| Mineral    | 48.50                  | 35.01                  | -13.49                | -27.81            |
| Mingo      | 100.00                 | 100.50                 | 0.50                  | 0.50              |
| Monongalia | 113.41                 | 113.50                 | 0.09                  | 0.08              |

Table A-21  
Comparison of Number of Maintenance Personnel from All Funding Sources per District  
between School Years 1987-88 and 1993-94

| District           | School Year<br>1987-88 | School Year<br>1993-94 | Increase/<br>Decrease | Percent<br>Change |
|--------------------|------------------------|------------------------|-----------------------|-------------------|
| Monroe             | 16.50                  | 15.00                  | -1.50                 | -9.09             |
| Morgan             | 19.50                  | 19.00                  | -0.50                 | -2.56             |
| McDowell           | 135.00                 | 87.00                  | -48.00                | -35.56            |
| Nicholas           | 61.12                  | 56.65                  | -4.47                 | -7.31             |
| Ohio               | 81.50                  | 69.00                  | -12.50                | -15.34            |
| Pendleton          | 11.56                  | 10.75                  | -0.81                 | -7.01             |
| Pleasants          | 18.52                  | 16.00                  | -2.52                 | -13.61            |
| Pocahontas         | 18.00                  | 15.91                  | -2.09                 | -11.61            |
| Preston            | 58.55                  | 51.33                  | -7.22                 | -12.33            |
| Putnam             | 82.00                  | 85.50                  | 3.50                  | 4.27              |
| Raleigh            | 180.00                 | 157.50                 | -22.50                | -12.50            |
| Randolph           | 43.00                  | 39.50                  | -3.50                 | -8.14             |
| Ritchie            | 14.50                  | 14.00                  | -0.50                 | -3.45             |
| Roane              | 26.00                  | 23.50                  | -2.50                 | -9.62             |
| Summers            | 21.56                  | 16.54                  | -5.02                 | -23.29            |
| Taylor             | 31.00                  | 23.00                  | -8.00                 | -25.81            |
| Tucker             | 17.50                  | 13.00                  | -4.50                 | -25.71            |
| Tyler              | 17.00                  | 14.00                  | -3.00                 | -17.65            |
| Upshur             | 39.00                  | 36.00                  | -3.00                 | -7.69             |
| Wayne              | 124.00                 | 102.50                 | -21.50                | -17.34            |
| Webster            | 19.00                  | 18.00                  | -1.00                 | -5.26             |
| Wetzel             | 39.50                  | 36.00                  | -3.50                 | -8.86             |
| Wirt               | 10.00                  | 11.00                  | 1.00                  | 10.00             |
| Wood               | 183.00                 | 156.50                 | -26.50                | -14.48            |
| Wyoming            | <u>81.77</u>           | <u>57.50</u>           | <u>-28.27</u>         | <u>-32.96</u>     |
| Total <sup>1</sup> | 3,601.81               | 3,179.02               | -422.79               | -11.74            |

<sup>1</sup> Data Source: West Virginia Department of Education  
Includes: Supv. Maintenance; Cabinet Maker Carpenter; Crew Leader;  
Electrician; Electronic Technician; Foreman; General Maintenance; Glazier;  
Handyman; Heating & Air Conditioning Mechanic; Mason; Painter; Plumber;  
Roofing/Sheet Metal Mechanic; Custodian; Watchman; Welder; Sanitation Plant  
Operator; and Groundsman

Table A-22  
Comparison of Deficits, Excess Levies and Personnel Over the Formula per District  
between School Years 1987-88 and 1993-94

| District   | 1987-88 |      |                    | 1993-94 |      |         |
|------------|---------|------|--------------------|---------|------|---------|
|            | Deficit | Levy | Formula            | Deficit | Levy | Formula |
| Barbour    |         |      | UP/OS <sup>1</sup> |         |      | UB      |
| Berkeley   | X       | X    | OB                 |         | X    | OB      |
| Boone      |         | X    | OB                 |         | X    | OB      |
| Braxton    |         |      | OB                 | X       |      | OB      |
| Brooke     |         | X    | OB                 |         | X    | OP/US   |
| Cabell     |         | X    | OB                 |         | X    | OB      |
| Calhoun    |         |      | OB                 |         |      | OB      |
| Clay       |         |      | OB                 | X       |      | UP/OS   |
| Doddridge  |         | X    | OB                 | X       | X    | OB      |
| Fayette    |         | X    | OB                 |         | X    | OB      |
| Gilmer     | X       | X    | OB                 |         | X    | OB      |
| Grant      |         |      | OB                 | X       |      | OB      |
| Greenbrier |         | X    | OB                 | X       | X    | OB      |
| Hampshire  |         | X    | OB                 |         | X    | OB      |
| Hancock    |         | X    | OB                 |         | X    | OB      |
| Hardy      |         |      | OB                 | X       |      | OB      |
| Harrison   |         | X    | OB                 | X       | X    | OB      |
| Jackson    |         | X    | OB                 |         | X    | OP/US   |
| Jefferson  |         | X    | OB                 |         | X    | OB      |
| Kanawha    |         | X    | OB                 |         | X    | OB      |
| Lewis      |         | X    | OB                 |         | X    | OB      |
| Lincoln    |         | X    | OB                 | X       | X    | OB      |
| Logan      |         | X    | OB                 |         | X    | OB      |
| Marion     |         | X    | OB                 |         | X    | OB      |
| Marshall   |         | X    | OB                 |         | X    | OB      |
| Mason      |         | X    | OB                 |         | X    | UP/OS   |
| Mercer     |         | X    | OB                 |         | X    | OP/US   |
| Mineral    |         | X    | UP/OS              |         | X    | OS      |
| Mingo      |         | X    | OB                 | X       | X    | OB      |
| Monongalia |         | X    | OP/US              |         | X    | OP/US   |

Table A-22  
Comparison of Deficits, Excess Levies and Personnel Over the Formula per District  
between School Years 1987-88 and 1993-94

| District   | 1987-88 |      |         | 1993-94 |      |         |
|------------|---------|------|---------|---------|------|---------|
|            | Deficit | Levy | Formula | Deficit | Levy | Formula |
| Monroe     |         | X    | UP/OS   | X       | X    | OB      |
| Morgan     |         | X    | OB      |         | X    | OB      |
| McDowell   |         | X    | UP/OS   |         | X    | OP/US   |
| Nicholas   |         | X    | OB      | X       | X    | UP/OS   |
| Ohio       |         | X    | UP/OS   |         | X    | OB      |
| Pendleton  |         |      | UP/OS   | X       |      | OP/US   |
| Pleasants  |         | X    | OB      |         | X    | OB      |
| Pocahontas |         | X    | OB      |         |      | OB      |
| Preston    | X       | X    | OB      |         | X    | OB      |
| Putnam     |         | X    | OB      |         | X    | OB      |
| Raleigh    |         | X    | OB      |         | X    | OB      |
| Randolph   |         | X    | OB      | X       |      | OB      |
| Ritchie    |         |      | OB      |         | X    | OB      |
| Roane      |         |      | OB      |         |      | OB      |
| Summers    |         |      | UB      | X       |      | UB      |
| Taylor     | X       | X    | UP/OS   |         | X    | OB      |
| Tucker     |         |      | OP/US   | X       |      | OB      |
| Tyler      |         | X    | UP/OS   |         | X    | OB      |
| Upshur     |         | X    | UB      |         |      | OP/US   |
| Wayne      |         | X    | OB      |         | X    | OB      |
| Webster    |         |      | OB      | X       |      | OE      |
| Wetzel     | X       | X    | OB      |         | X    | OP/US   |
| Wirt       |         | X    | OB      |         | X    | OB      |
| Wood       |         | X    | OP/US   |         | X    | OB      |
| Wyoming    |         | X    | OP/US   |         | X    | UB      |
| Total      | 5       | 43   |         | 16      | 41   |         |

1

Data Source: West Virginia Department of Education

O = Over; U = Under; P = Professional; S = Service; B = Both Professional and Service



APPENDIX B

SUPERINTENDENTS' RESPONSES TO SURVEY

-165-

DISTRICT SURVEY  
RESULTS AND COMMENTS

1. To what extent was technology used to adjust for downsizing? (Mark all that apply.)

33 a. Technology was not used.

0 b. Computers were used to replace teachers.

2 c. Computers were used to replace non teaching educators at the school level.

1 d. Computers were used to replace central office administrators. *"(Used to maintain staff to offset increased work load (would need more employees if we did not use technology.)"*

4 e. Computers were used to replace service personnel.

17 f. Distance Learning was used in the place of teachers. *"To continue a program not to replace a teacher."*

*"Did not replace but added to - still need a teacher for the class."*

*"Fiber-optic 'linc' - Foreign Language Instruction."*

9 g. Other (Explain) *"To improve the efficiency and volume of work by a smaller staff."*

*"The use of technology has increased the effectiveness of teachers as pupil/teacher ratios have widened."*

*"Technology was used to accommodate increased work loads."*

*"Telephone answering system."*

*"Tracking personnel for seniority and reduction."*

*"Distance learning - because funding for additional teachers was not available."*

*"Technology did not replace teachers."*

*"Technology not used to replace."*

*"Technology Center opened to provide higher level academic courses to larger groups in a centralized location rather than small groups in various schools."*

*Provide example(s) of how technology was utilized to adjust for a reduction in staff.*

*"WVEIS resulted in the elimination of 2 service positions within the finance dept. of the central office."*

*"Paperwork and the processing of paperwork was reduced by using computer technology."*

*"The use of technology has not allowed us to use fewer teachers or service personnel. I view the issues as mutually exclusive."*

*"Computers were used to assist with administrative tasks of teachers and central office personnel; data bases, information management systems such as grading, lesson plans, etc."*

*"German by satellite and AP English are taught by distance learning programs."*

*"Foreign languages offered thru D.L."*

*"Additional teachers have not been employed for such classes as AP calculus, high school reading, etc."*

*"Distance learning permitted us to continue to offer classes where the enrollment would have been too low to justify the regular teacher's time."*

*"None"*

*"5 satellites or pilot counties will receive Dr. Adam Sponaugle's 'uplink downlink' model program. Hopefully Lewis Co. new HS. will be one if & when this is in place. I can see the utilization of a prof. in one school with a facilitator in our county to 'teach' an elective or a required subject."*

*"We provide distance learning classes in some of our schools where certified teachers are not available. This has not necessarily reduced the number of teachers in the school but placed them in the distance learning classes."*

*"We have accessed a few long distance learning programs in advanced mathematics. However, the facilitator also had an additional math class in the same room concurrent with the distance learning course."*

*"Used for budgeting, seniority, personnel placement. Distance learning in conjunction with teacher. Scheduling more efficiently done with technology."*

*"Distance learning used to have electives rather than hiring part time."*

*"Technology has probably caused us to add staff. WVEIS - we have a secretary devoted to that system. Long term it may help with staffing but during the implementation it has caused shortages."*

*"Word processing, WVEIS, School Acct. Packages."*

*"Foreign Language offerings were expanded without hiring additional certified teachers by using distance learning. Current teachers facilitate the classes."*

*"Technology has cost more personnel - not less - must have people to run the hardware."*

*"Word processing has allowed us to use fewer secretaries."*

*"Most reports and records do not require complete typing - only updating from year to year. Word processing has done much to enable better efficiency at all levels."*

*Only where certified teachers (applicants) did not exist - Foreign Lang. - Marsh Fork H. S."*

*"The impact of technology in this area has been minimal. We do have, however, three language classes being taught in our rural schools using distance learning."*

*"Technology has enhanced performance in central office. Distance learning has enhanced course offerings at the high school but did not replace a teacher."*

*"We do offer satellite delivery of instruction. However, it is in addition to what we had originally and did not take the place of a teacher."*

*"Our primary response to SB 14 'downsizing' has been the closing - consolidation of schools. We have used technology to assist with instruction and manage our system more efficiently."*

2. To what extent has the work load shifted? (Mark all that apply.)

11 a. Work load has not shifted for teachers, fewer programs are offered.

24 b. Work load shifted for teachers by having more students in class.

*"Middle & high schools"*

*"Waivers and extra pay for teachers."*

21 c. There are fewer assistant principals, shifting the work load to the principals, counselors and others. *"(Elementary Schools (K-5) only)"*

11 d. There are fewer principals requiring some principals to supervise more than one school.

43 e. There are fewer program specialists in the central office shifting the work load to others in the central office. *"None except Special Ed."*

22 f. There are fewer program specialists in the central office shifting the work load to teachers through extended or extra curricular contracts. (*"Paid dept. heads, team leaders, school coordinators."*)

22 g. There are fewer program specialists in the central office and the work is not being done. *"As-well-as we would like."*

7 h. There are fewer program specialists in the central office and the work load shifted to the Regional Educational service Agency (RESA).

49 i. There are fewer administrators in the central office shifting the work load to the administrators remaining. *"Ample service personnel."*

38 j. There are fewer service personnel shifting the work load to service personnel remaining. *"Big Problem!"*

16 k. There are fewer service personnel and the work is not being done.

15 l. There are fewer service personnel; therefore, there are more multi-classified service personnel.

2 m. There are fewer service personnel and the work load was shifted to the RESA.

3 n. Other (Explain) *"Consolidation of schools"*

*"Remained same"*

*"\*(2)"*

Provide example(s) of how the work load has shifted



*"Asst. Supt. absorbed attendance, Supt. absorbed finance, Dir. of Spec. Ed. absorbed testing, maintenance crew multi-classified, i. e. plumber, carpenter etc."*

*"5 elementary asst. princ. positions were eliminated."*

*"Employees are covering duties and responsibilities of positions which were eliminated due to funding shortages."*

*"Larger classes K-12 are observable, -One less assistant principal at the secondary level, -3 principals of elementary schools are 1/2 time, -Fewer specialist from the county office are available to assist teachers and develop programs, -A RESA employee is now our Vocational Director, -One county office administrator now is in charge of elem. curriculum, Chapt. I, staff development, textbooks, Title II, personnel recruitment, policy development, and grant writer, -Six bus operators have been reduced in force with other drivers transporting more students over longer routes, -7 service positions have been multi-classified, -Despite consolidation, we are still 8 service personnel over formula."*

*"Central office staff consolidating assignments; teacher pupil ratio has increased and split grade classrooms utilized."*

*"General specialists instead of subject area specialists. Art, Music, P. E. receive minimal attention. Food service dept. downsize from 3 to 2. C&I dept. decreased from 3 to 2 in elem. dept. and 5 to 2 in secondary dept."*

*"The central office has one specialist and a superintendent. A teacher contracts after school for Chapter I, II. The high school principal serves as attendance director. A secretary serves as food service director 1/2 time and a secretary serves as supervisor of transportation. All cooks serve more meals than recommended. We subcontract 4 teaching positions and 1 service position with a college. And we still exceed the allotted positions of the formula in service (8) and in professionals (5). We seldom call substitute service staff for secretaries, custodians and maintenance."*

*"Secondary - programs were dropped. Elem. level - more students in class. Co. level - some services shifted to prin. - others not done & some were absorbed by existing Adm. on Co. level."*

*"Curriculum coordinators no longer have a major emphasis but are sharing activities across all curriculum areas. The superintendent is also the curriculum director. No assistant superintendents exist."*

*"Had many schools (especially elementary) that were used to class size of 16-18. Redrawing boundary lines now and shifting classes put many classes at 25-28 students."*

*"School assistant principals were riffed and not replaced. Numerous central office administrators were riffed and responsibilities were shifted to others or not covered. also extra curricular contracts have been given teachers to cover some of these responsibilities."*

*"a) Power sewing program no longer offered. i) The director of vocational education duties were absorbed by the director of secondary schools, personnel director function is performed by the assistant supt., the director of staff development duties were absorbed into the director of elementary and middle schools position. j) The custodial staff countywide has been reduced by 7 positions with the remaining persons picking up the additional building space for cleaning, bus routes have been reduced by two."*

*"Walkersville closed - downsized, students went to Robert Bland a larger school financially able to have alg. or pre alg. as ex. Our middle school has more teachers/more students can offer more courses. Lost 7 co. office service, none replaced, those left do addn'l duties. Co. office adm., supvr., asst. supt. positions closed now 2 admin. 7 service in 6 years - as they retired positions were not filled. At Walkersville a class w/11 students, 4 take typing that leaves 7 in algebra if all take algebra - 3 want Spanish, 1 Frenc... Can't hire a teacher for 1, 2, 3, or 4 students, financially not feasible."*

*"Closing schools has increased class sizes. The central office has been downsized - shifting duties & job assignments to others. Requires longer hours, additional days - working weekends."*

*"d. This year one principal became a supervisory principal for two small elementary schools. e. The number of staff members have been decreased with a shift in responsibilities. f and i. Same as e. above. However, most of the specialists work load has been shifted to administrators and in turn the number of administrators have been reduced. l. Several service personnel positions have been multi-classified which has allowed for a reduction in staff in our maintenance workers."*

*"Our class sizes have increased - primarily in social studies and language arts at the 7-12 levels. Within central office, responsibilities have been shifted to remaining personnel to assure curriculum and student needs are met. Extra curricular contracts are given to teachers to do such activities as Math Field Day, Social Studies and Science Fairs. to reduce burden level of C&I staff. When determining if an activity must be kept or disposed - the effect upon children is always our determining factor."*

*"-Service personnel work harder. Not sufficient to get jobs done in quality fashion. -Nurses, Counselors with more students / less student contact time. -Administrators more hours, headaches and rolaidis."*

*"Directors do all curriculum/content areas, with no specialist to help."*

*"Requiring more resp. and preventive maintenance by custodians. # of custodians reduced. # of maintenance reduced — contract work. Note: Doing more work, programs, etc. with same staff in many cases."*

*"Mingo County has 2 supervisors - they are responsible for all areas of the curriculum as well as textbook selections, special functions (spelling bee - social studies fair - math field day, etc.). They are also in charge of staff development. All personnel in central office "wear" numerous hats. For example, the Asst. Superintendent in charge of secondary/jr. high schools is also the personnel director."*

*"Central office personnel received additional work areas. For example, the coordinator of staff development picked up homebound & WVEIS coordination. The coord. for Voc. Ed. picked up community education. Secretaries work for several central office administrators. Supervision of LD, BD and beginning teachers is through RESA. Psychological services are contracted. Only the H. S. have an assistant principal. Deans have been eliminated. There are fewer people but more work to do. I question the quality of the work with the limited resources for each assignment."*

*"Very little curricular/instructional supervision, monitoring, staff development is occurring because there is no one to do it, no time in the calendar for it and no resources."*

*"We have not filled two C O. positions - Dir. of Inst. and Admin. Asst. to Supt. We've picked up load w/existing pers."*

*"We now have fewer schools, resulting in more efficiency."*

*"flexible assignments: everyone wears many hats. In 1988, Asst. for personnel was lawyer - now we hire outside counsel; personnel function now also covers special education."*

*"Categorically shifts occurred - from 5 supervisors to 2 - 1 elem. & 1 secondary. No Coord. Staff Dev. to Personnel Dir. No Dir. Auxiliary Services to warehouse/trans./maint. - now under Business Manager's oversight. Many central office secretaries have been forced to wear new hats based on downsizing & shifts - while #'s of aides has grown - Sp. Ed."*

*"We had two assistant superintendents two years ago. We now have one and the remaining assistant superintendent and I have assumed his duties. We have no content area specialists now. So those duties have fallen to other central office staff."*

*"(1) A high school teacher has an extra-duty contract as a Vocational Director. The attendance Director now has the additional duty of Food Service"*

*Supervisor. In this instance a position, Vocational Director & Food Service Supervisor was abolished in the central office. (2) A maintenance supervisor position on the county level has not been filled; however, additional custodial staff has been maintained in the schools."*

*"Cutting service personnel has been a big problem. Rural counties use so many slots for transportation it does not provide us with enough custodians, secretaries, cooks and aides. This is a very serious problem."*

*"School consolidation enabled us to downsize while improving pupil teacher ratio by elimination of small schools. We are currently stretched to the limit & I don't know how to meet need of student if formula reduces again this year. we have too many restrictions on personnel use & requirements, i.e. -*

*Kindergarten aide - state policy & should not be mandatory."*

*"Principal assumed work load of secondary curriculum director and secondary vocational director at high school level. Superintendent assumed work load of technical & adult vocational programs, developing and maintaining curriculum guides, selection of personnel, technology development. Special education director received 50% funding from special education funds to maintain county wide services. Service personnel took on heavier work loads: custodians expanded cleaning responsibilities; secretaries took on additional duties. Days of employment were also reduced for 240 day employees so work*



*load increased but some of the work cannot be accomplished. Curriculum and instruction suffer most. Major school improvement program for outcomebased education (ODDM) is at a standstill because of no facilitator time available from central office. Change process is suffering. 1 vocational program eliminated due to low enrollment - (nursing assistants)."*

*"Reductions in cooks and custodians and maintenance personnel has created a greater work load for the remaining employees. Our maintenance dept. is almost non-existent (from 6 personnel down to 2) which means no preventive maintenance in the schools and a long waiting period to address individual school work orders. Classroom teachers' work load increased by expecting elementary teachers to provide instruction in art and P. E. after full-time specialists were cut — class sizes have increased — teachers 'cover' for each other on planning periods at times, to save on sub costs. Job descriptions for C. O. administrators keep changing, as additional duties must be assumed."*

*"Based upon the second month's enrollment reports, the Upshur County school system has approximately 277 fewer students in kindergarten through twelfth grade during the 1993-94 school year than it had during the 1987-88 school year. Downsizing of professional and service personnel staff positions has occurred as necessary each year to ensure that numbers of staff positions are closely aligned with the number of positions funded through the school aid*

*formula. Careful planning has enabled us not to be forced to reduce programs or to greatly increase class sizes. The downsizing of staff has occurred naturally as enrollments have dropped. We have eliminated one full-time special education program specialist position, shifting the workload of that person to another program specialist, the special education director, and the school psychologist. When one general supervisor retired, we did not fill the position. Her responsibilities were distributed as follows; a. Coordination of the testing program was assigned to the assistant superintendent. b. Coordination of textbook adoption and utilization was assigned to the curriculum director. c. Coordination of the mathematics program was divided between the curriculum director and another general supervisor. d. The elementary classroom supervision that was provided by this supervisor ceased to be provided. Another supervisor had formerly worked half-time as Chapter I Director and half-time as an elementary supervisor/reading coordinator for the county. In order to save her position, she was transferred to full-time director of Chapter I. The responsibilities that she fulfilled half-time as an elementary supervisor were handled as follows: a. the supervision of the kindergarten program was divided between the curriculum director and the superintendent. b. No county level supervision of the reading/language arts program at the elementary level was provided after she was transferred back to Chapter I full-time. c. The time that*

*this supervisor spent in working with principals and in classroom supervision of elementary teachers ceased to exist. Reduction in service personnel staff has been handled as follows: a. The maintenance staff was reduced through attrition. b. A half-time aide's salary was transferred to Step 7. c. The number of cooks was reduced in several schools where drops in enrollment allowed such changes to occur. d. Custodial staff was reduced at Buckhannon-Upshur High School and Buckhannon-Upshur Middle School requiring the remaining custodians to assume a greater workload. As a consequence, the quality of custodial services has declined. e. The number of mechanics was reduced requiring that the remaining mechanics assume additional duties. However, since the entire bus fleet is Diesel powered and since Diesel engines require considerable less maintenance than gasoline engines, the additional workload for the mechanics is not a burden and the fleet is well maintained."*

*"We use to have program specialists in various areas throughout the curriculum but now all administrators wear many hats and are spread so thin that many areas are short changed. I believe we have reached the saturation point and in the future certain work will not be performed."*

*"We went from a superintendent and ten directors to a superintendent and one director in the central office. The work load shifted to the remaining central office administrators and principals."*

*"Each full-time administrator/supervisor at the central office has 2-5 job assignments. When an administrator/supervisor leaves the system, the individual is not replaced and his/her duties are divided among the remaining personnel."*

3. To what extent have the number and configuration of schools changed? (Mark all that apply.)

13 a. There has been no change in the number or configuration of schools.

39 b. There are fewer schools. How many fewer? 151

23 c. The schools have been reconfigured in such a way as to require less personnel.

3 d. Other (Explain) *"Our consolidation program actually started in 1976.*

*These 3 schools were closed since 1988."*

*"One new Elementary school has been built."*

*"New K-8 school scheduled for opening fall of 1995 will help to reduce service personnel which is still 3 persons over formula."*

*"Same number - new configuration."*

*"Since 1978, we have closed/consolidated 40% of the schools in W. C.*

*Provide example (s) of how schools were reconfigured or the number changed.*

*"Four schools were closed - Foster Elementary, Uneeda Elementary, Racine Elementary and Wharton Middle."*

*"3 middle schools were combined"*

*"Downsized from 5 middle schools to two middle schools, grades 5-8. Saved on professional staff & service staff. The only way to cut the service side is to close schools."*

*"Three schools closed, but not all personnel transferred to larger schools.*

*Change in configuration from K-6, 7-8 to K-5, 6-8 allowed for some reduction in staff."*

*"Grades 5-8 were consolidated to one school. -Grades 1-4 students moved to 4 schools. -Kindergarten programs were consolidated to two schools."*

*"B - Consolidation. C - Facility from k/2 to k/5."*

*"9-12 high school changed to 7-12 in order to share teachers."*

*"Consolidated (Jr. highs.)"*

*"Moved 9th grade to high school. Moved 6th grade to middle school. Closed special education school. Consolidated 3 small junior highs."*

*"Mathias and Wardensville were consolidated into East Hardy Early/Middle"*

*"We have gone from 38 to 23 schools. We have also assured the K-5, 6-8, 9-12 organizational pattern."*

*"3 High Schools 9-12 instead of 10-12; 4 JHS to Middle Schools; 10 Elementary Schools for K-6 to K-5."*

*"Closed Kitsonville, Walkersville, Camden, Haleville and Hornor. Hornor ECE went to parent or home school except Central. Haleville & Kitsonville went to town school central, population loss. Walkersville went to Roanoke & middle school Robert Bland. ECE Camden went to parent school Polk Creek."*

*"Consolidation and reconfiguring have made better and more efficient use of the remaining facilities and personnel. Many facilities were not being used to their capacity."*

*"b. We have reduced the number of schools by seven which has reduced the number of employees necessary to operate these schools significantly. This is particularly evident in the number of principals, secretaries, custodians, and cooks. A reduction in teachers was also realized but not as significantly."*

*c. We reconfigured four elementary schools last year changing them from K-6 units to K-3 and 4-6 units. Through this use we were able to reduce our number of teachers by 7.5."*

*"Central Elementary has been combined with East Park Elementary. Formerly East Park was a K-8 facility, it now houses K-6 along with students from Central. East Park's 7-8 students were combined with State Street Middle to form East Fairmont Junior High."*

*"Closed (1) elementary school - Basic skills technology program is not affordable for small schools."*



*"Moving pre-school and kindergarten programs and special education unit to regular facilities, requiring fewer administrators."*

*"Closing 4 (7-12), Opening 1 (9-12), Change 7-9 & 10-12 to 6-8 and 9-12 feeder elem. will be K-5's."*

*"Merger/consolidations"*

*"Reduced 17 schools. Moved to K-5, 6-8, 9-12 model. Need SBA to complete the plan at Morgantown HS."*

*"Consolidation to one high school is presently underway - - closing two schools in the Fall 1994."*

*"Grade 9 was moved to the H. S. Grade 6 was moved back to the elementary in one location. Five schools have been closed. Four schools and one center were closed during the 1986-87 school year. Self contained one school K through 8."*

*"Have tried to move 9th grade to high school to better the program - will try to close 4 schools next 2 years."*

*"9th grade moved to high school. 6th grade moved to middle schools. Students from closed schools moved to space vacated by 6th graders."*

*"Closed one (1) elementary. Consolidated four (4) high schools into one."*

*"Liberty consolidated into Confidence; Nitro-Putnam into rock Branch."*

*"In most cases, Ral. Co. consolidated to existing facilities."*



*"K-6 schools are now K-5; middle schools have changed from 7-8-9 to 6-7-8. secondary schools have changed from 10-12 to 9-12."*

*"Two middle schools were combined into one. Also a high school was relocated to the same site as the new consolidated middle school. Actually - 3 schools to one facility, physically - but not on paper."*

*"Two H. S. consolidated into Roane Co. H. S. Clover closed, Reedy from K-8 to K-6."*

*"We will have 5 schools 1994-95: 3 K-5, 1 6-8, 1 9-12."*

*"K-4 3 schools, 5-8 middle, K-6 one school, 9-12 HS."*

*"Tyler County has reached maximum efficiency and economies of scale. We have 2 consolidated ele. schools; 1 consolidated middle school and 1 consolidated high school. The new middle school/high school complex allows for sharing of teachers (6-12) and service personnel."*

*"One elementary school was closed in the spring of 1988. The students from that school, Adrian Elementary, were integrated into the French Creek Elementary School. A new elementary school, Union Elementary School, was opened to serve students in the eastern section of the county. The opening of this new school resulted in reconfiguration of two elementary schools in Buckhannon enabling reduction in personnel to occur."*

***"Consolidated 2 High Schools, closed 4 Elementary schools and 1 Middle school."***

***"They went from a 7-12 school and two K-6 schools to the following K-4, 5-8 and 9-12. We did not however, reduce personnel."***

***Closed 2 junior high schools - reassigned students. Closed 7 elementary schools - converted 2 junior high schools to elementary centers. Reassigned elementary students to the converted elementary centers."***

4. To what extent have staffing patterns and assignments changed? (Mark all that apply.)

  4   a. Staffing patterns have not changed.

  2   b. Assignments have not changed.

 41  c. The central office has been reorganized to compensate for the reduction in staff.

 31  d. Staffing patterns in the schools have changed to compensate for the reduction in staff.

 45  e. Work assignments in the central office have changed to compensate for the reduction in staff. ***"Reduction of staff in county office."***

 26  f. Work assignments in the schools have changed to compensate for the reduction in staff.

  0   g. Other (Explain)

Provide example(s) of how staffing patterns and/or assignments have changed.

*"Asst. Principals have teaching assignments in addition to administrative duties. County level positions eliminated - Dir. Secondary Ed., Dir. Attendance, Dir. Finance. Two directors have teaching duties."*

*"Reduced (2)- Asst. Supt.; (1) Asst. Finance Director; (2)- curriculum specialists; (1)- sp. ed. coord.; 1 Purchasing Dir.; 1 public relations coord. all within the central office."*

*"All supervisor positions in the central office have been eliminated. These duties and responsibilities have been absorbed by the remaining administrative staff."*

*"See answer to No. 2."*

*"More work load for central office staff due to loss of supervisors & curriculum specialists."*

*"Co. administrators divided tasks of personnel who left - including federal programs and special education. Consolidation and reconfiguration from Junior High to Middle school changed many teaching assignments."*

*"c & E - see # 2. D - dual or multi/certified personnel teaching additional subjects."*

*"Central office administrators' work is being done by secretaries or not being done or being contracted. We seldom use substitute service personnel."*

*"See # 2 above."*

*"Work load at central office is greater - few central office professional staff and service staff."*

*"Asst. supt. had personnel which was given to voc. dir./curric. dir. Facilities went to supt. Transp. and eval/respon. went to supt. etc. A realignment of duties to those who were left."*

*"The Supt. has absorbed the responsibilities of two other positions - The Asst. Supt. has assumed more duties. Specialists have assumed more administrative duties. Four positions were eliminated."*

*"Same as 2e. and f."*

*"The Assistant Superintendents were reassigned to various areas. As reductions were mandated, principals made recommendations as to what positions could be combined or eliminated. Central office staff have been realigned under assistant superintendents and extra-curricular contracts were given to teachers to help with a variety of curriculum projects."*

*"Class size limits determine electives and vocational programs. Voc. programs down from 240 to 200 days."*

*"Resp. in Co. have been shifted to remaining supervisors. They now wear about 30 hats. Jr. Highs are being changed to middle schools. Staffing adjustments were necessary."*

*"Fewer central office - more responsibilities fall to principals & teachers."*

*"Some staff assigned to more than one school - - traveling between two or more from day to day."*

*"Fewer departmental settings in Elem/Middle are used. Multisubject & dual certification are used. In the central office jobs are being done with less people."*

*"High school programs are being cut to give planning to elementary teachers and lower pupil teacher ratio - also full day Kindergarten has cut high school staff."*

*"Dept. chairs have lost additional planning period. Central office staff - all generalists instead of specialists."*

*"Reduced elem. CR's and put teachers in newly organized pre-school & pre-school handicapped."*

*"Service personnel handle media support; same person also has payroll responsibilities and adult & community education."*

*"Everyone has had some aspect of their job affected - greater expanded responsibilities or greater numbers to serve - with fewer providers."*

*"Central office staff have been given new titles that include more responsibilities. Principals have had to operate with less staff."*

*"See # 2(i)"*

*"Add to job descriptions, more responsibilities for staff at central office and at the school level."*

*"Most changes due to reconfiguration."*

*"3 central office adm. cut & others absorbed. Yet with reductions, we have expanded counseling services in all schools, nurses services etc. Downsizing has enabled us to match teacher assignment of students better."*

*"Staffing changes - (1) fewer assistant principals, (2) fewer secretaries, (3) fewer cooks, (4) fewer custodians, (5) fewer teachers. Work assignment changes - increased work load for principals, superintendent, secretaries, custodians, cooks."*

*"The vocational education director has assumed responsibility for total supervision of the community education program and the adult basic education program. The person who had formerly coordinated these programs filled a vacancy as a guidance counselor at Buckhannon-Upshur High school. Realignment of administrative duties in the central office is outlined in 2. above."*

*"Central Office personnel have assumed more responsibilities, staffing have been employed multi-cert., more duties and responsibilities for teachers. More responsibility has been placed on each employee. Every time an employee retires we try to absorb the position."*



**"Same as #2"**

**"At the central office elementary language arts and reading have been combined. Special education has been combined with Chapter one, Math has been combined with science. Class sizes have increased; more waivers are used."**

5. To what extent have staff changes affected academic and extra curricular programs? (Mark all that apply.)

16 a. There have been no changes in academic programs offered as a result of staff reductions. **"They have been enhanced more to less schools & more efficient use of personnel."**

19 b. The same academic programs are offered but less often. **"Specialists times have been reduced (art, music, P. E.)."**

19 c. Fewer academic programs are offered. **"Fewer class periods of honors and AP courses at H. S. level."**

27 d. There have been no changes in extra curricular programs offered as a result of staff reductions. **"After school but more difficulty in hiring coaches - more non-teaching persons becoming coaches."**

5 e. The same extra curricular programs are offered but less often.

6 f. Fewer extra curricular programs are offered.

4 g. Other (Explain) **"See below."**



*"Not paid proper wage. No raises in 7 years."*

*"Non mandated programs have been reduced on the general academic side."*

*"1 vocational program reduced."*

*"No expansion of curriculum to meet changing needs."*

Provide example(s) of how staff changes have affected academic and extra curricular programs.

*"After school programs have been eliminated. Split grades are required in one school."*

*"We now pay H.S. Dept. Heads; M.S. Team Leaders; Elementary School Coordinators; and After School Activities Coordinators."*

*"Few courses are offered - shop, art and music. There has also been a reduction in coaching staff."*

*"Some teachers are teaching 2 classes per period (1 arranged) more students per class. Driver ed. students having to wait until Sr. year for class. No study halls now."*

*"We are doing our best to keep from cutting academic programs."*

*"B - some courses are offered alternating years."*

*"By having larger class sizes at the high school and offering the classes less often."*

*"Some Voc. programs dropped but academic areas have stayed the same."*

*"Initially we downsized extra-curricular activities, but they are now restored."*

*"Some courses with low enrollment are offered during different years."*

*"With fewer teachers you can offer fewer electives at secondary level. So far we haven't cut secondary programs. We use levy \$ to cover overage. Most \$ are spent from levy on salaries i.e. teacher pupil ratio. Leaves less for extra curricular. If \$93,000 goes to Alum Bridge to cover teacher/student ratio from ex. levy or Step VII then \$93,000 is not available for staff development & instructional materials & supplies."*

*"If anything, programs have increased due to the effort of those people involved."*

*"b. Because of the drop in enrollment it is not necessary to offer as many sections of courses as it was previously. e. The size of our band and choral programs has decreased as the number of students in the schools has decreased which has resulted in reduction in staff."*

*"All high schools offer the same programs of study as in 1988. However, the number of sections of each course has been reduced due to staff considerations. Many foreign language teachers now instruct 3rd and 4th year students concurrently."*

*"Fewer sections of academic classes offered; therefore, more difficult to schedule electives."*

*"The small high schools have had programs reduced. With consolidation, we hope to be able to offer an expanded curr. in the new school."*

*"Doing more w/less."*

*"Fewer Business ed., home economics, Technology Ed. and other elective programs. No in-school supervisor."*

*"Vocational programs reduced or dropped from the curriculum - - Music and Art programs are shared and part time."*

*"Indus. Arts and Home Econ. are not offered in the middle schools."*

*Librarians have been reduced. Vocational offerings are H. S. only. Basics & Art & Music are in K-8. Electives are reserved for high schools. HS have only 1 music and 1 Home Ec. teacher - before had 2 each."*

*"Coaches now come from community rather than teaching ranks."*

*"Increased course offerings at high school. Before consolidation, fewer course offerings available."*

*"More teacher, community involvement in shaping local policy."*

*"We have put forth major effort to preserve the integrity of the academic program - expanding AP & remediation in an all out effort to achieve full-approval accreditation. At-risk children need more opportunities to get involved, not less."*

*"With fewer staff we offer fewer programs . We have less electives and less extra-curricular programs to offer."*

*"One fewer music teacher means we have less instrumental music instruction on elementary and middle school levels."*

*"Less offerings in academics. Fewer teams in athletics. Music/band/chorus offerings reduced."*

*"We have added several new programs."*

*"Academic programs are not adequately monitored and evaluated due to reduction in program directors. Reduction in extra curricular: golf program and number of assistant coaches; reduction in employment days for all coaches."*

*"Although no academic or extracurricular programs have had to be deleted, budgetary constraints have required that we no longer have paid department chairpersons at Buckhannon-Upshur High School and paid team leaders at Buckhannon-Upshur Middle School. Staff members have assumed these responsibilities without remuneration. Since the loss of our excess levy in 1993 will require some budgetary cuts for the 1994-95 school year, we are currently considering reducing salary supplements being paid for certain extracurricular programs."*

*"If extra curricular programs have been hurt, it is in the arts where teachers are not compensated. Low paying positions, such as cheerleader coach are harder to fill. With smaller staffs the number of academics and extra curricular programs have been reduced."*

6. To what extent did an excess levy influence how downsizing was achieved?

(Mark all that apply.)

14 a. This county does not have an excess levy.

2 b. The loss of an excess levy caused further downsizing. *"(15)"*

10 c. The excess levy did not permit the county to save any positions. All positions are either funded through the formula or by federal dollars.

5 d. The excess levy permitted the county to retain one or two staff members it would have lost. *"In some years only."*

5 e. The excess levy permitted the county to retain three or four staff members it would have lost.

15 f. The excess levy permitted the county to retain five or more staff members it would have lost.

3 g. Other (Explain) *"The excess levy permits the county employ new teachers to accommodate growth."*

*"The levy has not been used for staffing."*

*"Low levy rate has not allowed any extra staff."*

*"No influence."*

Provide example(s) of how the excess levy influenced how downsizing was achieved.

*"The excess levy has generated enough revenue to help us carry a number of positions over formula."*

*"By purchasing the majority of supplies, materials and books out of the excess levy; by paying the major portion of substitute cost for teachers out of the excess levy."*

*"Actually it is the phase in of reappraisal that has helped. After 1994-95 we will see little increase."*

*"Excess levy pays for a school nurse and business manager."*

*"We retained many services and staff members by passing the levy."*

*"Our levy - in event of a line item being covered by other funds (Step VII funds for textbooks and instructional supplies) \$100,000 levy can then go to teacher pupil ratio and cover salaries or if both Step VII & levy are mandatory we will lose 3 service & 11 prof. positions."*

*"The excess levy is not used to fund positions. Supplemental pay is affected but not positions."*

*"e. The excess levy has allowed us to retain at least two school nurses, in addition we would have lost some special education teachers and staff"*

*members. The excess levy has allowed us to retain several athletic and music positions which we would have lost."*

*"Our levy accommodates supplies, textbooks and benefits to personnel. The levy was never and is not now used for professional salaries."*

*"Without excess levy which was passed at 91% of rate, several schools would be closed and many programs deleted."*

*"The levy allows us to maintain some flexibility with our budget situation. The last two years, we have maintained staffing according to caps imposed by the state."*

*"We had our excess levy the first time. Reduced the income and passed it in February. We have less money projected to spend to do the same programs in the future."*

*"Levy renewal will be voted on again March 12, 1994. The passage of same will greatly determine the direction Monroe County will be taking throughout future years."*

*"Our levy is 80% personnel."*

*"Without our excess levy not only downsizing but - cuts in pay & benefits would have occurred - as well as programs. We are tremendously dependent upon our local levy for maintenance of services and any improvement effort."*



*"Even though the levy was defeated, no positions were funded by the levy, thus no downsizing occurred due to the levy being defeated."*

*"Over a quarter of a million dollars per year is budgeted for personnel salaries, both service and professional and extra curricular (extra-duty) music & coaching - this from the excess levy. Without an excess levy there would be major losses of professional personnel that would drastically reduce program offerings on the middle & high school levels."*

*"We could not even begin to offer an adequate educational program without the excess levy."*

*"There has been no downsizing in Wirt County with the exception of one central office administrator. The loss of our excess levy would probably result in some loss of personnel."*

7. Provide any comments which you feel are relevant to this survey or to the downsizing required between the second month of 1987-1988 school year and the second month of the 1993-1994 school year.

*"Grades 7-12 have been affected the most. Pupil teacher ratios have protected the lower grades. Small counties are affected the most due to the 50/1000 instructional requirement as well as the service personnel limit on net enrollment."*

*"Downsizing affected supplemental support services more than regular classroom teaching positions. (Example 1 soc. worker and 1 homebound teacher positions were eliminated.) Teachers were afforded supplemental contracts to perform some of the duties previously done in the central office. (Ex. Dept. Chairs & team leaders assist in soc studies, science fairs etc. as well as textbook adoption.) This is compatible with the move toward site-based management."*

*"The downsizing of staff size over the past several years has had a negative impact on the scope of the educational opportunities and programs available to the students of Boone County."*

*"Special ed. teachers are fewer and serve multiple schools which diminishes our effectiveness. Regular teachers are filling the gap. -Teachers are being asked to do several tasks related to academic contests, curriculum development, and reports that once were done by co. office staff & asst. principals. -We have eliminated 50 teachers and 25 service personnel which has been devastating in terms of morale because others are being asked to pick up what others were doing. -Neither teachers nor administrators have adequate time for long range planning, proposal writing, attending conferences, and collaborating with other professionals as we once had. -Although our CTBS test scores are acceptable on a school and county-wide level, Chapter 1 students are doing less well and*

*not posting appropriate progress. All our Chapter I schools are on program improvement. We suspect this may be a statewide problem that has emerged the past 5 years. -Other financial shortfalls that have accompanied downsizing have exacerbated the problem. Lack of travel funds, training funds, and substitute teacher funds has not been well received. -Due to unrealistic expectations being placed on fewer administrative staff we are unable to adequately plan, prepare, write, monitor, and evaluate grants and entitlements that come with numerous rules and regulations. We suspect that Chapter I & Title II funds are being turned back in other districts due to a shortage of administrative help. We have truly killed a lot of proverbial "golden geese." Priorities dictate that we cannot continue to perform all the tasks we did prior to 1988. -We now stand vulnerable and easy prey to grievance filers and freedom of information requesters who want to abuse us. Our resources and staff are inadequate to protect us from unreasonable claims. -The SBA, the computer basic skills program, and salary increases have been bright spots of restructuring. On the surface it looks like the state has improved by downsizing but subtle issues like the rebellion over inclusion of special education students have their roots in the loss of staff and increased work loads."*

*"Reduction in force both on the professional & service sides. Poor county morale due to lay offs & school closings. Money spent on WVEIS, K-1, etc.*

*The local community school concept is dying. Caps in special education & the formula need to be studied. Projections call for an enrollment drop from 80-100 students per year for the next 5 years."*

*"Problems in school systems are relative. We are a small school system with no levy. Legislative cuts have been devastating but we have taken them in stride. We watch every penny and make every attempt to spend our money wisely. If the cuts continue, it will have dramatic impact on our system."*

*"The primary effect of downsizing has been to reduce flexibility in terms of program offerings and school staffing. There are no longer 'extra' positions to use when enrollment shifts or when students with low incidence exceptionalities are enrolled."*

*"Particularly with service personnel, the excess levy has permitted saving several positions. However, the rising personnel costs have required the county board to reduce expenditures for instructional materials, maintenance and for other areas funded by the excess levy."*

*"The smaller the school system (enrollment) the greater the impact of the formula where downsizing has occurred in a negative manner. When a formula only allows 5 administrative positions, the downsizing has been over done."*

*"Since Hampshire is a growth county, downsizing has only occurred at the central office and school administrator levels. Teacher and service personnel down-sizing has not occurred."*

*"Hancock cut back on central office years ago that is why there have been no cuts in central administration. The biggest change has been larger class size. We have probably increased the variety of programs available since 1988."*

*"Our enrollment increases have helped our staffing situation and the consolidation of the Wardensville and Mathias Schools into the new East Hardy Early/Middle Childhood School saved a number of positions that were used at other places where they were needed. Our big problem is the school administrators. The formula only allows Hardy County six administrators. With four schools, even if we eliminated all the assistant principals, we would only be allowed two administrators in the central office. The assistant principals are more important and I see no way to operate with two central office administrators. Therefore, we have problems with the 50/1000 floor in formula (or we will have if we fail to have an enrollment increase.)"*

*"We have lost the capacity for our curriculum to grow to fill the emerging needs of our students. e.g. We cannot require an additional unit of science for graduation because we do not have sufficient staff. Just to maintain the current technology needs of our county, we need to have a computer system*

*operator at each school. Consequently, we are not providing the quality technology instruction and services to our students and staff. Mandated programs from the state (e.g. Proficiency/warranty) depreciate the already reduced staff because the legislature did not fund this additional program. Supervision in our schools has been severely reduced because of the additional responsibilities for fewer administrators."*

*"Our downsizing was achieved by cutting the positions necessary to keep our numbers within the state aid formula each year. We are fortunate in that our student enrollment has been fairly stable and we haven't had to do a lot of cutting of personnel because of a shrinking student enrollment."*

*"Population growth & additional programs have not allowed us to eliminate positions."*

*"In Lewis County - we can bring prof. & service overage due to drastic population loss (1300 persons left when WV glass factory shut down) by closing Polk Creek, Peterson, Shadybrook and Alum Bridge Elementary Schools consolidating them into 2 new K-4 elementary schools. Ex. 5th mo. report shows 1st grade Alum Bridge with 12 students and Polk Creek with 13 students. 1 teacher could suffice for the 25 students together. With realignment & sending children to schools w/low pupil teacher ratio we can save many positions on closure & downsizing."*



*"Downsizing has been required by a reduction in student population but also because of realization that we can do a better job with less people. This is particularly true at the administrative level. It is holding true in the staffing of our schools by better utilizing less staff to accomplish the task at hand."*

*"Fine arts, voc. programs, electives, extended programs were reduced and resulted in fewer opportunities for students. Counselors & nurses reduced. Teachers may get more pay but students receive less programs. Service personnel were hit the hardest. Fewer cooks, custodians, bus drivers. Meals aren't as good as they once were. Schools aren't as clean."*

*"Mason County has been down-sizing for a number of years, i. e. , eight elementary schools in 15 years. Building construction has not been able to match student relocation and enrollment. The decline in student population has affected down-sizing but no provision made for this problem. Most often do not know of problem until September enrollment after hiring staff. As an example, the 1992-93 school year saw teachers at one small school have six or fewer students. Down-sizing is a problem in that in some situations at the elementary level have teachers beginning with 30-32 students and other teachers have to be hired."*

*"Downsizing has caused problems mainly in maintenance of bldgs. - maintenance personnel and custodians. Downsizing has caused problems with*



*service personnel much more than prof. personnel. Prof. personnel has resulted in more split grades and shifting students to maintain ratio of 1:25 or less."*

*"Downsizing has put our county as well as others fighting to provide the educational environment so necessary for the students. Downsizing has a greater financial loss than the loss of personnel. Monroe County closed the fiscal year 1992-93 year with a deficit and will do the same 1993-94. Until consolidation becomes a reality, staffing will continue to be major problem in rural counties and still meet the needs of students."*

*"At one time Morgan had an Assistant Superintendent, today that position no longer exists causing much more demand on Directors."*

*"Central office staff have either met the minimum assignments/requirements or failed to complete the needs of a program. 'Only the squeaky wheel gets greased.' More volunteers are used in the schools. School principals have a monumental task of duties to perform. An analysis of tasks will show there is not enough time in the day for all that is required. Teachers have been unwilling to pick up any work beyond the school day without added compensation of time or money. Thus, the load shifts to the one & only principal. There are more regulations but less people to assure compliance. As a result principals are leaving the field to return to the classroom."*

*"As personnel cuts have come, we have cut classes to students - but the leg. has mandated - low class size, all day kin., planning periods all without money. spec. Ed. has had a big impact on our school - the numbers of classes are going up and that means more teachers and aids. We now have 55 aides - 45 are Spec. Ed. When will it stop? Also less employees means we must close schools. We must have large school size to meet class sizes and programs needed for students. As long as the state is going to run public ed. we will have problems."*

*"The most serious effects are seen in the death of supportive services at a time the student population characteristics have exploded in need of those services. Participating in the withdrawal of services to children in need has been a lesson in cruelty for me. As a society we have decided that the elderly and the ill have priority over children. It's a sad situation. Children are in a generational warfare without any weapons. We will pay a heavy price for our selfishness in the years to come."*

*"Over the past 10 years, P. Co. has reduced prof. & serv. pers. by 10% - mainly through attrition. This has been our salvation in regard to not having to RIF."*

*"The formula does not take into account the unique needs faced by rural sparsely populated counties. A formula that funds merely on enrollment, without taking other factors into account, is simply not appropriate. There is*

*no logic in the mandated downsizing - it is simply financial and is adversely affecting the quality of education and services offered."*

*"Positions reduced - 1) Dir. of Community Ed., 2) Dir. of Vocational Ed., 3) Coordinator of Driver Ed., 4) Coordinator of Fine Arts, 5) Coordinator of Personnel, 6) Coordinator of Public Relations, 7) Coordinator of Student Placement, 8) Assistant Principal for Night School."*

*"Downsizing has occurred as a direct result of enrollment loss. RaL County has lost approx. 3,000 students in the last 14 years. Formula changes such as 18-9A-4 & 18-9A-5a have compounded the difficulty - while amendments to codes 18-5-18 (Kindergarten), 18-5-18a (Pupil teacher ratio), 18-5-18b (counselors), 18-2E-3, 18-2E-3a have caused additional hiring. There is an inconsistent (incongruent) - incompatibility etched into law which creates tremendous conflicts. Mission impossible with these constraints."*

*"We are at a point where we can downsize no further. We are able to maintain our own with professionals and administrators. With service, we are always over the formula and always will be. That adds a real financial burden to a county already plagued by budget cuts and a loss of levy revenue. We've funded six positions by using 25% of our Step 7 funds, but that certainly takes away money that could be used for instruction."*

*"Service personnel cuts have really caused us problems in meeting our needs. Cuts in instructional personnel have caused us to cut programs to our students. Adm. cuts are a problem. A lot of things don't get done as we would like."*

*"We need 6-8 more teachers to really meet the needs of all our children & the formula won't provide them due to downsizing. This is our great concern. Service personnel are also over-regulated. The only place you can cut are cooks, maint.. & bus drivers & secretaries. We are at minimum service to schools now & can't cut more. We have some schools with 1/2 time secretary & only one cook. We are also too restricted in Special Educ. - the state should use federal guidelines only - SDE forces us to have more Sp. Ed. prof. pers. & aides than we need in federal regulation. The State Bd. Policy requiring 'K' aides should be made more flexible. We don't need that many aides & could gain needed service positions with more flexibility in K & Sp. Ed. aide and class ratio. If Class ratio is dropped even more - we can't staff our schools. - money or space."*

*"The reduction in leadership is short sighted. This county must now struggle to maintain the status quo. Improvement and monitoring of curriculum and instruction is not occurring because of overload on principals. School site accountability under the governance reform cannot be properly monitored. I predict that these undesirable effects will begin to surface within the next few*

*years. The superintendent is reduced to fulfilling roles that he/she should be 'superintending.' It is difficult to maintain vision and work 'on' the system when one has to do so many jobs 'in' it. If a plan for change had been developed at the state level to redefine roles and train for them, principals may have been better prepared to assume the instructional leadership roles demanded with the loss of program specialists. Teachers have gained control without accountability!"*

*"The rigidity imposed by the required downsizing continues to have a highly negative effect on the Upshur County Schools, especially in the limits imposed regarding the number of administrators that the county can employ. The mind set in the legislature that West Virginia has an excessive number of administrators in its schools is simply untrue. The Upshur County school system would have been in difficult straits to provide legally mandated administrative services if the Department of Education had not allowed us to include some positions that were partially administrative in nature for funding through Step 7. Data confirm that education has many fewer administrative/managerial - type positions when compared with every other type of business or service organization. The state legislature and the federal government continue to mandate more and more administrative types of*

*responsibility; yet, the legislature equates administrators with nonproductive, non essential positions in the school system."*

*"Rural counties, because of physical distances need to be able to keep some small schools open. The formula needs to be adjusted for this consideration. At the State Department level you have many bright people creating programs which consume much data from the local counties which must be procured by someone. When the number of 'someones' are continually reduced and the demand for this data is steadily increased the logic is that something must happen.....either the demand is reduced or your expectations of receiving all the data is compromised. Maybe WVEIS will solve this dilemma or else requests will be curtailed somewhat. Students-staff ratios which determine the funding a county is eligible to receive from the state does not take into consideration the geography of that county which makes consolidation difficult. Neither does it take into account small classes, i. e. special education or advanced level classes, which can make the whole school's student-staff ratio appear much lower than the actual case."*

*"We have not been able to add new programs due to regular required downsizing. Also, the morale of staff is low when any staffing changes are needed because they all feel they have had their schools decimated in the past."*



*"Again, Wirt County Schools, have not experienced downsizing with the exception of one central office administrator. We employ no personnel (professional) above that allowed by the formula. We do employ 2 service personnel above the formula which is covered by our excess levy."*

*In addition to the pervasive effects of SB 14, we have experienced 2.7 million dollars of Governor's cuts over 4 fiscal years - (55m + statewide). With the changes in funding for gifted education plus SB 14 and Governor's cuts, we have received a 'triple whammy.' Our local share has almost tripled as the result of SB 14. As the result, we have reduced our staff by 270+ people and closed 20 schools. There is nothing left to cut. As one views our global competition, I am concerned that we are providing an adequate education. Quality education is a vanishing hope."*



APPENDIX C

RESA DIRECTORS' RESPONSES TO SURVEY

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## RESA SURVEY

### RESULTS AND COMMENTS

1. To what extent was technology used to adjust for downsizing? (Mark all that apply by indicating the number of counties in the RESA for which it applies.)

11 a. Technology was not used.

0 b. Computers were used to replace teachers.

0 c. Computers were used to replace non teaching educators at the school level.

9 d. Computers were used to replace central office administrators.

5 e. Computers were used to replace service personnel.

16 f. Distance Learning was used in the place of teachers.

2 g. Other (Explain) *"Technology was used to accommodate increased work loads." "WVEIS has permitted better management of data and schools communication has improved."*

Provide example(s) of how technology was utilized to adjust for a reduction in staff.

*"Foreign language teachers in outlying areas with low enrollment."*

*"WVEIS - FMS/SMS; Three counties offer course work through Distance Learning, however, the goals will enrich curriculum."*

*"(c) Computers were used to assist with administrative tasks of teachers and central office personnel; data bases; information management systems, such as grading, lesson plans, etc. (b) Technology was not used. (RESA) RESA III has employed computer repair technician and computer operators to stand in the place of those lost on county by county basis."*

*"Foreign language."*

*"WVEIS permits collection of data at the site and entered into the same data base for reporting to the state."*

*"Although the use of technology has expanded tremendously in all counties, I believe the results is enhanced instruction and not a reduction of personnel."*

*"Technology gave staff members a new tool, but did not replace any."*

2. To what extent has the work load shifted? (Mark all that apply by indicating the number of counties in the RESA for which it applies.)

22 a. Work load has not shifted for teachers, fewer programs are offered.

31 b. Work load shifted for teachers by having more students in class.

27 c. There are fewer assistant principals, shifting the work load to the principals, counselors and others.

6 d. There are fewer principals requiring some principals to supervise more than one school.

- 44 e. There are fewer program specialists in the central office shifting the work load to others in the central office.
- 22 f. There are fewer program specialists in the central office shifting the work load to teachers through extended or extra curricular contracts.
- 26 g. There are fewer program specialists in the central office and the work is not being done.
- 38 h. There are fewer program specialists in the central office and the work load shifted to the Regional Educational service Agency (RESA).
- 26 i. There are fewer administrators in the central office shifting the work load to the administrators remaining.
- 46 j. There are fewer service personnel shifting the work load to service personnel remaining.
- 24 k. There are fewer service personnel and the work is not being done.
- 15 l. There are fewer service personnel; therefore, there are more multi-classified service personnel.
- 2 m. There are fewer service personnel and the work load was shifted to the RESA.
- 9 n. Other (Explain) *"Fewer central office admin., work load shifted to service personnel."*

Provide example(s) of how the work load has shifted.

*"Counties look to RESAs more and more for content work and equipment repair. We're also doing most of the planning for staff development."*

*"WVEIS - EMS/FMS; administrators/specialist accepted additional responsibilities."*

*"(c) Central office staff consolidating assignments; teacher-pupil ratio has increased and spilt-grade classrooms utilized. (b) Downsizing has resulted into more split-grade classrooms at the elementary level and larger class sizes in the secondary school. (b) All curriculum coordinators have been eliminated. (b) Some summer programs for academic enrichment have been eliminated. (b) RESA has assisted in staff development activities and assumed more responsibility for field day activities. (g) School principals have had to assume more of the work that was accomplished at the central office. (RESA) Resa has employed persons as listed in Question (2) in addition all medicaid billings is done on a regional basis."*

*"Braxton uses RESA staff as Vocational Director, cut 3 elem. principals to half-time, cut number of bus drivers, have more multi-class service personnel. Nicholas has lost 5 central office administrators in four years."*

*"WVEIS staff, cooperative purchasing, service personnel training, food service software."*

*"Central office personnel assumed more responsibilities (prof. & service) as number of non-instructional professional personnel has been reduced. Some things are just not done, or are not done as thoroughly. (supervision, technical assistance, staff development, curriculum development.)"*

3. To what extent have the number and configuration of schools changed? (Mark all that apply by indicating the number of counties in the RESA for which it applies.)

19 a. There has been no change in the number or configuration of schools.

39 b. There are fewer schools. How many fewer? 86

33 c. The schools have been reconfigured in such a way as to require less personnel.

0 d. Other (Explain) *"(RESA) Psychological service assistance is provided by RESA. All audiological services are performed by RESA."*

Provide example (s) of how schools were reconfigured or the number changed.

*"Schools were consolidated/economies of scale were established; SBA has accurate data regarding this issue."*

*"Consolidation, Decrease in enrollment."*

*"Small schools closed; two small schools consolidated into one."*

*"(c) Three schools closed, not all personnel transferred to larger school. (c)*

*Change in configuration from K-6, 7-8 to K-5, 6-8 allowed for some staff*

*reduction. (b) Schools have been closed/consolidated. Some schools have been reconfigured from K-6 to K-5 with 6th grade moving to the middle school.*

*(RESA) RESA III can more effectively serve a smaller number of schools."*

*"Consolidation and change in grade configurations."*

*"Jr. Highs were converted to middle schools in three of our five RESA-6 counties."*

4. To what extent have staffing patterns and assignments changed? (Mark all that apply by indicating the number of counties in the RESA for which it applies.)

  5   a. Staffing patterns have not changed.

  0   b. Assignments have not changed.

 39  c. The central office has been reorganized to compensate for the reduction in staff.

 46  d. Staffing patterns in the schools have changed to compensate for the reduction in staff.

 41  e. Work assignments in the central office have changed to compensate for the reduction in staff.

 51  f. Work assignments in the schools have changed to compensate for the reduction in staff.



0 g. Other (Explain) *"Audiological Ser./Psy. Ser (In-Part)/Medicaid Billing/Computer Repair/Staff Dev/Computer Operation (In-Part)."*

Provide example(s) of how staffing patterns and/or assignments have changed.

*"Work assignments have been accomplished through shifting of duties and work loads increased."*

*"(c) County administrators divided tasks of personnel who left - including federal programs and special education positions. Consolidation and reconfiguration from junior high to middle school changed many school assignments. (b) The remaining central personnel have to absorb the additional work load."*

*"Use of Multi-certified teachers."*

*"Many reports have been automated by WVEIS, schools have been consolidated."*

*"See options per questions #2."*

5. To what extent have staff changes affected academic and extra curricular programs? (Mark all that apply by indicating the number of counties in the RESA for which it applies.)

9 a. There have been no changes in academic programs offered as a result of staff reductions.

- 6 b. The same academic programs are offered but less often.
- 21 c. Fewer academic programs are offered.
- 33 d. There have been no changes in extra curricular programs offered as a result of staff reductions.
- 0 e. The same extra curricular programs are offered but less often.
- 7 f. Fewer extra curricular programs are offered.
- 1 g. Other (Explain)

Provide example(s) of how staff changes have affected academic and extra curricular programs.

*"Adjustments were made in curricular and extra curricular programs."*

*"(b) Fewer summer programs are provided for academic enrichment without curriculum supervisors. There is much less technical support for academic programs."*

*"Cut study halls, some teachers have "arranged" students in class while teaching another group (Spanish II in Spanish I class)."*

*"More part time coaches."*

*"Low enrollment classes have been dropped and fewer electives offered at high school level in order to increase class sizes."*

6. To what extent did an excess levy influence how downsizing was achieved?

(Mark all that apply by indicating the number of counties in the RESA for which it applies.)

14 a. This county does not have an excess levy.

3 b. The loss of an excess levy caused further downsizing.

9 c. The excess levy did not permit the county to save any positions. All positions are either funded through the formula or by federal dollars.

12 d. The excess levy permitted the county to retain one or two staff members it would have lost.

14 e. The excess levy permitted the county to retain three or four staff members it would have lost.

14 f. The excess levy permitted the county to retain five or more staff members it would have lost.

1 g. Other (Explain) *"(3 co. in RESA III have excess levies) Boone (100%) Clay (no) Kanawha (93%) Putnam (100%)."*

Provide example(s) of how the excess levy influenced how downsizing was achieved.

*"The 6 LEA's in Region II have 100% excess levies."*

*"Nicholas has only 43% levy (not much help)."*

*"Excess levy delayed the change."*

*"Excess levies provided counties with funds to maintain extended contract personnel and/or personnel outside the formula."*

7. Provide any comments which you feel are relevant to this survey or to the downsizing required between the second month of 1987-1988 school year and the second month of the 1993-1994 school year.

*"Resa I superintendents consistently say that there's too many mandates and not enough funding."*

*"(c) The primary effect of downsizing has been to reduce flexibility in terms of program offerings and school staffing. There are no longer 'extra' positions to use when enrollment shifts or when students with low incidence exceptionalities are enrolled. (b) While downsizing has increased efficiency, it has made West Virginia less competitive with surrounding states with regard to academic enrichment."*

*"Fewer Special Education Teachers. Teachers doing admin. tasks once done for them. Lower morale in schools due to RIFs."*

*"1) Not all counties are downsizing. 2) Change occurs very slowly in large counties unless the superintendent is quality leader with a vision.*

*3) Technology will help us do the job of education better and if done with good vision with less staff. 4) Counties need to make greater use of RESA services to save cost."*

*"There will be little change in student performance/attainment in the short run. However, as staff development, curriculum development and program supervision and direction are absent over a long period of time, student performance will lag, educators will be more frustrated and education in West Virginia will be less than it would have been if major personnel cuts had not been made."*

APPENDIX D  
PROGRAM ADMINISTRATORS' RESPONSES TO INTERVIEW

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Table D-1  
Interviewee Responses Concerning Academic Program  
Offerings in School Year 1993-94  
as Compared to Offerings  
in School Year 1987-88

| <u>Program<br/>Interviewed</u> | <u>Offerings</u>        | <u>Technology's<br/>Role-offerings</u> | <u>Technology's<br/>Role-Staff</u> | <u>Teachers</u> | <u>Central Office<br/>Supervisors</u> | <u>RESA<br/>Supervisors</u> |
|--------------------------------|-------------------------|----------------------------------------|------------------------------------|-----------------|---------------------------------------|-----------------------------|
| <u>Science</u>                 | More                    | Provides More Offerings                | No Influence                       | Slight Increase | Tremendous Decrease                   | No Supervisors              |
| <u>Foreign Lang.</u>           | More Variety            | Provides More Offerings                | Less Staff                         | Less            | No Supervisors                        | Training No Superv          |
| <u>Generalist</u>              | Dramatic Decrease       | Provides More Offerings                | Technology Staff Increase          | Less            | Decreased Significantly               | Don't Know                  |
| <u>Early Child.</u>            | More                    | Provides More Offerings                | No Influence                       | Increase        | Less Staff More Work                  | Increase in Training        |
| <u>Language Arts</u>           | Comparable              | Provides More Offerings                | No Influence                       | Less            | Less Staff More Work                  | Not Applicable              |
| <u>Social Studies</u>          | Fewer Electives         | Provides More Offerings                | No Influence                       | Less            | No Supervisors                        | Not Applicable              |
| <u>The Arts</u>                | Slight Decrease         | No Influence                           | No Influence                       | Vastly Less     | Severly Decreased                     | No Supervisors              |
| <u>Remedial Ed.</u>            | More & Better           | Limited Influence                      | No Influence                       | Less            | Less Staff More Work                  | Same                        |
| <u>Mathematics</u>             | More Advanced Placement | Provides More Offerings                | No Influence                       | Less            | Less Staff More Work                  | Increase in Training        |
| <u>Guidance</u>                | No Change               | Better System for Guidance             | No Influence                       | Less            | Less Staff More Work                  | Increase in Staff           |
| <u>Vocational Ed.</u>          | Less                    | No Influence                           | No Influence                       | Less            | Less Staff More Work                  | No Change                   |
| <u>Special Ed.</u>             | More                    | Provides More Offerings                | No Influence                       | Slight Decrease | Less Staff More Work                  | Less Staff More Work        |
| <u>Generalist</u>              | More                    | Provides More Offerings                | Yes                                | Less            | Less Staff More Work                  | Less Staff More Work        |



APPENDIX E  
PANEL OF EXPERTS WHO REVIEWED  
SURVEY INSTRUMENTS

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Panel of Experts Who Reviewed  
the Survey Instruments

Dr. Mary Alice Klein, Superintendent  
Tucker County Schools  
P. O. box 369  
Parsons, WV 26287-0369

Dr. Lawrence Jones, Superintendent  
Ohio County Count Schools  
2203 National Road  
Wheeling, WV 26003-5299

Dr. Kenna Seal, Superintendent  
Braxton county Schools  
400 4th Street  
Sutton, WV 26601-1398

David Stewart, Assistant Division Chief  
(former Superintendent of Kanawha County Schools)  
West Virginia Department of Education  
Room B 215  
Charleston, WV 25305

APPENDIX F

DISTRICT (COUNTY) LETTER AND SURVEY FORM

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February 1, 1994

Dear (Superintendent):

Working with John Andes and West Virginia University College of Human Resources and Education, I am conducting a research study to determine how legislatively mandated downsizing has impacted the fifty-five school districts of West Virginia. Your cooperation and participation are critical to ensuring a study that adequately reflects your perception of the impact downsizing has had in your district.

Superintendents and RESA Directors throughout the state are being surveyed. Please complete the attached questionnaire, returning it in the enclosed envelop by March 1, 1994. You do not have to answer each and every question. The results of the survey will be shared with you at the end of the study.

Thank you for your cooperation.

Sincerely,

Carolyn Arrington

Enclosures

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## QUESTIONNAIRE

\_\_\_\_\_ County

In 1988 the West Virginia Legislature passed legislation that phased in over a period of seven years, a reduction in the number of employees, eligible for funding in the Public School Support Plan, known hereafter as the "formula." In 1990 legislation was enacted to further reduce the number of administrators eligible for funding in the "formula." The following questions are designed to determine how the reductions of staff, called hereafter "downsizing" were made in each of the fifty-five school districts and what impact the reductions had on the educational program.

Please respond by marking the response that describes how downsizing between the second month of the 1987-88 school year and the second month of the 1993-94 school year was achieved in your county. Space for example(s) illustrating your response(s) follows each question. Answers must describe the time period being studied.

1. To what extent was technology used to adjust for downsizing? (Mark all that apply.)

- \_\_\_\_\_ a. Technology was not used.
- \_\_\_\_\_ b. Computers were used to replace teachers.
- \_\_\_\_\_ c. Computers were used to replace non teaching educators at the school level.
- \_\_\_\_\_ d. Computers were used to replace central office administrators.
- \_\_\_\_\_ e. Computers were used to replace service personnel.
- \_\_\_\_\_ f. Distance Learning was used in the place of teachers.
- \_\_\_\_\_ g. Other (Explain) \_\_\_\_\_

Provide example(s) of how technology was utilized to adjust for a reduction in staff. (Use additional pages if necessary.) \_\_\_\_\_

2. To what extent has the work load shifted? (Mark all that apply.)

- ☐ a. Work load has not shifted for teachers, fewer programs are offered.
- ☐ b. Work load shifted for teachers by having more students in class.
- ☐ c. There are fewer assistant principals, shifting the work load to the principals, counselors and others.
- ☐ d. There are fewer principals requiring some principals to supervise more than one school.
- ☐ e. There are fewer program specialists in the central office shifting the work load to others in the central office.
- ☐ f. There are fewer program specialists in the central office shifting the work load to teachers through extended or extra curricular contracts.
- ☐ g. There are fewer program specialists in the central office and the work is not being done.
- ☐ h. There are fewer program specialists in the central office and the work load shifted to the Regional Education Service Agency (RESA).
- ☐ i. There are fewer administrators in the central office shifting the work load to the administrators remaining.
- ☐ j. There are fewer service personnel shifting the work load to service personnel remaining.
- ☐ k. There are fewer service personnel and the work is not being done.
- ☐ l. There are fewer service personnel; therefore, there are more multi-classified service personnel.
- ☐ m. There are fewer service personnel and the work load was shifted to the RESA.
- ☐ n. Other (explain) \_\_\_\_\_

Provide example(s) of how the work load has shifted.  
(Use additional pages if necessary.) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. To what extent have the number and configuration of schools changed? (Mark all that apply.)

- ☐ a. There has been no change in the number or configuration of schools.
- ☐ b. There are fewer schools. How many fewer?
- ☐ c. The schools have been reconfigured in such a way as to require less personnel.
- ☐ d. Other (Explain)

Provide example(s) of how schools were reconfigured or the number changed. (Use additional pages if necessary.)

4. To what extent have staffing patterns and assignments changed? (Mark all that apply.)

- ☐ a. Staffing patterns have not changed.
- ☐ b. Assignments have not changed.
- ☐ c. The central office has been reorganized to compensate for the reduction in staff.
- ☐ d. Staffing patterns in the schools have changed to compensate for the reduction in staff.
- ☐ e. Work assignments in the central office have changed to compensate for the reduction in staff.
- ☐ f. Work assignments in the schools have changed to compensate for the reduction in staff.
- ☐ g. Other (Explain)

Provide example(s) of how staffing patterns and/or assignments have changed. (Used additional pages if necessary.)

5. To what extent have staff changes affected academic and extra curricular programs? (Mark all that apply.)

- ☐ a. There have been no changes in academic programs offered as a result of staff reductions.
- ☐ b. The same academic programs are offered but less often.



- ☐ c. Fewer academic programs are offered.
- ☐ d. There have been no changes in extra curricular programs offered as a result of staff reductions.
- ☐ e. The same extra curricular programs are offered but less often.
- ☐ f. Fewer extra curricular programs are offered.
- ☐ g. Other (Explain) \_\_\_\_\_

Provide example(s) of how staff changes have affected academic and extra curricular programs. (Use additional pages if necessary.) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. To what extent did an excess levy influence how downsizing was achieved? (Mark all that apply.)

- ☐ a. This county does not have an excess levy.
- ☐ b. The loss of an excess levy caused further downsizing.
- ☐ c. The excess levy did not permit the county to save any positions. All positions are either funded through the formula or by federal dollars.
- ☐ d. The excess levy permitted the county to retain one or two staff members it would have lost.
- ☐ e. The excess levy permitted the county to retain three or four staff members it would have lost.
- ☐ f. The excess levy permitted the county to retain five or more staff members it would have lost.
- ☐ g. Other (Explain) \_\_\_\_\_

Provide example(s) of how the excess levy influenced how downsizing was achieved. (Use additional pages if necessary.) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Provide any comments which you feel are relevant to this survey or to the downsizing required between the second month of the 1987-1988 school year and the second month of the 1993-94 school year. (Use additional pages if necessary.)

Thank you and please  
return by \_\_\_\_\_  
in the enclosed stamped  
and preaddressed  
envelope to

Carolyn Arrington  
1703 Dudley Drive  
Charleston, WV 25311

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APPENDIX G  
RESA LETTER AND SURVEY FORM

-237-

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February 1, 1994

Dear (RESA Director):

Working with John Andes and West Virginia University College of Human Resources and Education, I am conducting a research study to determine how legislatively mandated downsizing has impacted the fifty-five school districts of West Virginia. Your cooperation and participation are critical to ensuring a study that adequately reflects your perception of the impact downsizing has had in the districts in your region.

Superintendents and RESA Directors throughout the state are being surveyed. Please complete the attached questionnaire, returning it in the enclosed envelop by March 1, 1994. You do not have to answer each and every question. The results of the survey will be shared with you at the end of the study.

Thank you for your cooperation.

Sincerely,

Carolyn Arrington

Enclosures

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## QUESTIONNAIRE

\_\_\_\_\_ RESA

In 1988 the West Virginia Legislature passed legislation that phased in over a period of seven years, a reduction in the number of employees, eligible for funding in the Public School Support Plan, known hereafter as the "formula." In 1990 legislation was enacted to further reduce the number of administrators eligible for funding in the "formula." The following questions are designed to determine how the reductions of staff, called hereafter "downsizing" were made in each of the fifty-five school districts and what impact the reductions had on the educational program.

Based on your perception, please respond by marking the response that describes how downsizing between the second month of the 1987-88 school year and the second month of the 1993-94 school year was achieved in the counties in your Regional Education Service Agency. (RESA) Space for example(s) illustrating your response(s) follows each question. Answers must describe the time period being studied.

1. To what extent was technology used to adjust for downsizing? (Mark all that apply by indicating the number of counties in the RESA for which it applies.)

- \_\_\_\_\_ a. Technology was not used.
- \_\_\_\_\_ b. Computers were used to replace teachers.
- \_\_\_\_\_ c. Computers were used to replace non teaching educators at the school level.
- \_\_\_\_\_ d. Computers were used to replace central office administrators.
- \_\_\_\_\_ e. Computers were used to replace service personnel.
- \_\_\_\_\_ f. Distance Learning was used in the place of teachers.
- \_\_\_\_\_ g. Other (Explain) \_\_\_\_\_

Provide example(s) of how technology was utilized to adjust for a reduction in staff. (Use additional pages if necessary.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. To what extent has the work load shifted? (Mark all that apply by indicating the number of counties in the RESA for which it applies.)

- \_\_\_\_\_ a. Work load has not shifted for teachers, fewer programs are offered.
- \_\_\_\_\_ b. Work load shifted for teachers by having more students in class.
- \_\_\_\_\_ c. There are fewer assistant principals, shifting the work load to the principals, counselors and others.
- \_\_\_\_\_ d. There are fewer principals requiring some principals to supervise more than one school.
- \_\_\_\_\_ e. There are fewer program specialists in the central office shifting the work load to others in the central office.
- \_\_\_\_\_ f. There are fewer program specialists in the central office shifting the work load to teachers through extended or extra curricular contracts.
- \_\_\_\_\_ g. There are fewer program specialists in the central office and the work is not being done.
- \_\_\_\_\_ h. There are fewer program specialists in the central office and the work load shifted to the Regional Education Service Agency (RESA).
- \_\_\_\_\_ i. There are fewer administrators in the central office shifting the work load to the administrators remaining.
- \_\_\_\_\_ j. There are fewer service personnel shifting the work load to service personnel remaining.
- \_\_\_\_\_ k. There are fewer service personnel and the work is not being done.
- \_\_\_\_\_ l. There are fewer service personnel; therefore, there are more multi-classified service personnel.
- \_\_\_\_\_ m. There are fewer service personnel and the work load was shifted to the RESA.
- \_\_\_\_\_ n. Other (explain) \_\_\_\_\_

Provide example(s) of how the work load has shifted.  
(Use additional pages if necessary.) \_\_\_\_\_

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3. To what extent have the number and configuration of schools changed? (Mark all that apply by indicating the number of counties in the RESA for which it applies.)

- ☐ a. There has been no change in the number or configuration of schools.
- ☐ b. There are fewer schools. How many fewer?
- ☐ c. The schools have been reconfigured in such a way as to require less personnel.
- ☐ d. Other (Explain)

Provide example(s) of how schools were reconfigured or the number changed. (Use additional pages if necessary.)

4. To what extent have staffing patterns and assignments changed? (Mark all that apply by indicating the number of counties in the RESA for which it applies.)

- ☐ a. Staffing patterns have not changed.
- ☐ b. Assignments have not changed.
- ☐ c. The central office has been reorganized to compensate for the reduction in staff.
- ☐ d. Staffing patterns in the schools have changed to compensate for the reduction in staff.
- ☐ e. Work assignments in the central office have changed to compensate for the reduction in staff.
- ☐ f. Work assignments in the schools have changed to compensate for the reduction in staff.
- ☐ g. Other (Explain)

Provide example(s) of how staffing patterns and/or assignments have changed. (Used additional pages if necessary.)



5. To what extent have staff changes affected academic and extra curricular programs? (Mark all that apply by indicating the number of counties in the RESA for which it applies.)

- ☐ a. There have been no changes in academic programs offered as a result of staff reductions.
- ☐ b. The same academic programs are offered but less often.
- ☐ c. Fewer academic programs are offered.
- ☐ d. There have been no changes in extra curricular programs offered as a result of staff reductions.
- ☐ e. The same extra curricular programs are offered but less often.
- ☐ f. Fewer extra curricular programs are offered.
- ☐ g. Other (Explain) \_\_\_\_\_

Provide example(s) of how staff changes have affected academic and extra curricular programs. (Use additional pages if necessary.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. To what extent did an excess levy influence how downsizing was achieved? (Mark all that apply by indicating the number of counties in the RESA for which it applies.)

- ☐ a. This county does not have an excess levy.
- ☐ b. The loss of an excess levy caused further downsizing.
- ☐ c. The excess levy did not permit the county to save any positions. All positions are either funded through the formula or by federal dollars.
- ☐ d. The excess levy permitted the county to retain one or two staff members it would have lost.
- ☐ e. The excess levy permitted the county to retain three or four staff members it would have lost.
- ☐ f. The excess levy permitted the county to retain five or more staff members it would have lost.
- ☐ g. Other (Explain) \_\_\_\_\_

6. (Continued) Provide example(s) of how the excess levy influenced how downsizing was achieved. (Use additional pages if necessary.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Provide any comments which you feel are relevant to this survey or to the downsizing required between the second month of the 1987-1988 school year and the second month of the 1993-94 school year. (Use additional pages if necessary.)

Thank you and please  
return by \_\_\_\_\_  
in the enclosed stamped  
and preaddressed  
envelope to

Carolyn Arrington  
1703 Dudley Drive  
Charleston, WV 25311

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APPENDIX H  
PROGRAM ADMINISTRATOR INTERVIEW FORM

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INTERVIEW:      PROGRAM ADMINISTRATORS AT THE STATE LEVEL  
(conducted by researcher only)

Name of interviewee \_\_\_\_\_

Program administered \_\_\_\_\_

1. Did you work in the West Virginia Department of Education during the 1987-88 school year? \_\_\_\_\_

2. (If the answer to question 1 is no) Are you familiar with the 1987-88 offerings and staffing in the educational program you are now overseeing? \_\_\_\_\_

If questions 1 and 2 were answered no then stop here.

3. How would you compare the number of program offerings today with the number of offerings in school year 1987-88?

4. Do computers or distance learning play a role in the number of offerings today as compared to the role technology played in school year 1987-88?

5. Do computers or distance learning play a role in the number of staff today as compared to the number of staff in school year 1987-88?

6. How would you compare the number of teachers today with the number in school year 1987-88?

7. How would you compare the number and work load of the supervising staff at the county level in school year 1987-88 with the number and work load of the supervising staff today?

8. Repeat question 7 applying it to the RESA level.

9. Do you have any other observations or comments specific to the impact downsizing has had at the district level on your program area?

APPENDIX I

APPROVAL LETTER OF APPLICATION FOR EXEMPTION

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College of Human Resources and Education

**West Virginia University**

Office of the Dean

January 26, 1994

**MEMORANDUM**

TO: Carolyn R. Arrington

FROM: Ernest R. Goeres *ER Goeres*  
Associate Dean

RE: Human Resources & Education H.S.#94-05

Title: "How Has Downsizing Affected the School Systems in  
West Virginia"

Your Application for Exemption for your above-captioned research project has been reviewed under the Human Subjects Policies and has been approved.

This exemption will remain in effect on the condition that the research is carried out exactly as described in the application.

Best wishes for the success of your research.

cc: HRE Dean's Office File  
Student Advising and Records  
John Andes, Advisor

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Education Reform: How Has downsizing Affected  
the West Virginia School Systems?

Carolyn Arrington

ABSTRACT

The purpose of the study was to describe the programmatic, organizational and administrative changes in the 55 school districts in West Virginia relating to legislatively mandated downsizing between school years' 1987-88 and 1993-94. A descriptive research design was used which included analyzing enrollment, personnel and district deficit data; surveying superintendents and directors of Regional Education Service Agencies; interviewing program administrators in the West Virginia Department of Education; and comparing the information from school years 1987-88 and 1993-94.

The following questions were researched:

1. To what extent was the work load redistributed to remaining staff members?
2. To what extent were the number and configuration of schools affected?



3. To what extent were staffing patterns and assignments changed?

4. To what extent did downsizing affect academic and extra curricular programs?

Findings included:

1. Personnel funded through the school aid formula downsized more rapidly than enrollment.

2. Personnel from all funding sources downsized at the same rate as enrollment.

3. Number of districts with deficits increased.

4. Work load for teachers has not shifted.

5. Work load of assistant principals has shifted to counselors and others.

6. Central office work load was redistributed to those left in the office or to teachers.

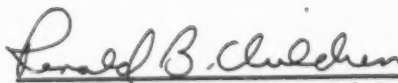
7. Officials redistributed the work load rather than decide what activities should be eliminated.

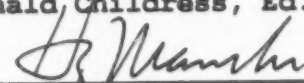
8. Number of schools were reduced by 18.17%.

9. Number of junior high schools decreased while number of middle schools increased.

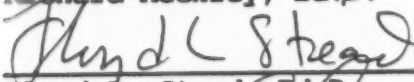
10. Average number of pupils per facility remained lower than recommended by the economies of scale in School Building Authority Policy 6200.
11. Central office staff became generalists.
12. Number of directors/coordinators of supportive services, remedial specialists and attendance directors increased.
13. Number of maintenance personnel decreased.
14. Some changes in staffing patterns and assignments were a result of new legislation.
15. Staffing patterns and assignments changed primarily in the central office.
16. Number of personnel teaching the basics increased.
17. Number of personnel teaching art, health and physical education increased.
18. Number of times a course is offered at secondary level decreased.
19. Little change was experienced in extra curricular offerings.

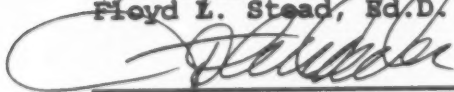
APPROVAL OF THE EXAMINING COMMITTEE

  
\_\_\_\_\_  
Ronald Childress, Ed.D.

  
\_\_\_\_\_  
Henry Marockie, Ed.D.

  
\_\_\_\_\_  
Richard Meckley, Ed.D.

  
\_\_\_\_\_  
Floyd L. Stead, Ed.D.

  
\_\_\_\_\_  
John O. Andes, Ed.D., Chair

11-18-94  
DATE